

إدارة المناهج والكتب المدرسية

Action Pack 12

Activity Book
Twelfth Grade

Liz Kilbey,
Cheryl Pelteret
and Judith Greet





Acknowledgements

The publishers and the writers would like to acknowledge the contribution made by the Review and Adaptation Committee appointed by the Ministry of Education of the Hashemite Kingdom of Jordan, through their guidance and valued assessment of the materials, to the development of the *New Action Pack 12* course.

Evaluation and Adaptation Committee

- Prof Mohammad Amin Awwad
- Prof Jihad Mohammad Hamdan
- Prof Hussein Mohammad Yagi

قررت وزارة التربية والتعليم تدريس هذا الكتاب في مدارس المملكة الأردنية الهاشمية بموجب قرار مجلس التربية والتعليم في جلسته رقم ٢/٢٠١٥م بتاريخ ٢٠/٠٥/٢٠١٥م بدءًا من العام الدراسي ٢٠١٥/٢٠١٦م.

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Board of Education decision in its meeting No. 2/2015 on 20/05/2015 for the 2015/2016 academic year.

التدقيق: منال فاهد أبورمان
المراجعة: ملك محمد المسّاد

The authors and publishers are grateful to all those who have given permission to reproduce copyright material.

ISBN: 978-614-406-756-7
Printed 2015
Reprinted 2016-2018

York Press
322 Old Brompton Road,
London SW5 9JH, England

Pearson Education Ltd
Edinburgh Gate, Harlow,
Essex CM20 2JE, England
and associated companies throughout the world.

House of Education Ltd
Woodbourne Hall,
P.O. Box 916,
Road Town,
Tortola,
British Virgin Islands

Contents

Initial test

1 Tick the word that is different. (1 mark each)

1
track		rugby	
court		pitch	

2
journalist		clerk	
playwright		rink	

3
confident		tense	
upset		worried	

4
oars		poet	
bat		goggles	

5
muscle		eyelids	
skates		heartbeat	

6
wind		coal	
gas		paper	

☐ 6

2 Add one word from box A and one word from box B to complete each sentence. (1 mark each)

A	B
get	around
look	down
meet	place
settle	started
take	up
wake	up

1 Tell me about the novel you're reading. Where does the story ______________ ______________?

2 I'm sorry I'm late. I didn't ______________ ______________ early enough.

3 When I graduate from university, I would like to buy a house and ______________ ______________.

4 If you're free at the weekend, let's ______________ ______________ and go shopping together.

5 I've never visited that museum. I'd like to go in and ______________ ______________.

6 I've got a lot of homework, so I think I should ______________ ______________ right now!

☐ 6

3 Report the following statements. (2 marks each)

1 I have some questions for you, Muna.

Nour told Muna ______________________.

2 I've lived in Amman for six years.

Sami said ______________________.

3 Yesterday, I bought all the ingredients for a chocolate cake.

Huda told me ______________________.

4 I really enjoyed the book that I finished this morning.

Tareq said ______________________.

5 My favourite subject this year is Chemistry.

Hussein told me ______________________.

☐ 10

4 Find six natural sources of power. Circle them and write them down. (1 mark each)

qklfossilfuelsamsiwindplfwaterqkld
woodghelwavessmfysolarenergybch

1 ______________________________
2 ______________________________
3 ______________________________
4 ______________________________
5 ______________________________
6 ______________________________

/ 6

5 Complete the sentences with words from the box. One word is not needed. (1 mark each)

energy grateful headlines helmet lawyer likely navy

1 I am studying hard because I want to be a ________________.
2 When you ride a bike, you should always wear a ________________.
3 Thank you so much! We are very ________________.
4 Do you think it is ________________ to rain tomorrow?
5 I always look at the newspaper ________________, but I don't always read the articles.
6 Solar panels generate ________________ from the sun.

/ 6

6 Circle the correct word(s). (1 mark each)

1 We're going to Aqaba again ***in / on*** the summer. I ***have / had*** been looking forward to it since last year.
2 We had the computer ***repaired / repairing*** because it had stopped ***to work / working***.
3 Mahmoud was walking home when the rain ***was starting / started***. It was very heavy, so he ***must / can't*** have got very wet.
4 In the past, most letters ***wrote / were written*** by hand, but these days they are usually ***typed / typing***.

/ 8

7 Complete the sentences with the cooking verbs in the box. One verb is not needed. (1 mark each)

boil fry grill melt mix roast season slice sprinkle

1 When you heat cheese, it ________________s.
2 Put some flour and sugar in a bowl and ________________ them together.
3 You need a sharp knife to ________________ the bread.
4 Heat the water until it ________________s.
5 Put the eggs in oil or butter to ________________ them.
6 ________________ some salt and pepper over the potatoes to ________________ them.
7 ________________ the meat in the oven.

/ 8

Total / 50

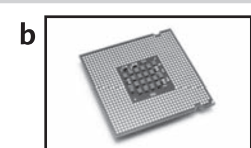
Unit 1 Information technology

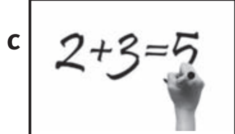
Vocabulary

1 **Match the descriptions with the pictures and the words in the box. One word is not needed. The first one is done for you.**

computer chip calculation floppy disk smartphone program PC World Wide Web

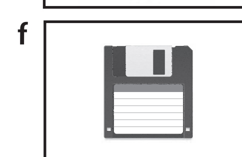
a 

b 

c 

d 

e 

f 

1 a mobile phone that connects to the Internet	smartphone: d
2 a very small piece found inside every computer	___________
3 a small square piece of plastic used for storing information from and into computers	___________
4 a computer designed for one person to use	___________
5 when you use maths to work out an answer	___________
6 all the information shared by computers through the Internet	___________

2 **Choose the correct word.**

1 Modern computers can run a lot of ***programs / models*** at the same time.

2 You can move around the computer screen using a ***tablet / mouse***.

3 A period of ten years is a ***decade / generation***.

4 A ***laptop / tablet*** doesn't need a keyboard.

5 The television was first ***invented / developed*** by John Logie Baird.

3 **Complete the sentences. Use words from exercises 1 and 2.**

1 Although they are pocket-sized, ___________s are powerful computers as well as phones.

2 My brother is learning how to write computer ___________s.

3 I need to make a few ___________s before I decide how much to spend.

4 Mobile phones used to be huge. Early ___________s were as big as bricks!

5 I can close the lid of my ___________ and then put it in my bag.

Grammar

4 **Complete the text with the correct form of the verbs in brackets. The first one is done for you.**

In 1943 CE, the chairman of a 'business machines' company (1) said (say) that the world only (2) ______________ (need) two or three computers. He (3) ______________ (be) wrong! Since then, there (4) ______________ (be) a technological revolution. These days, millions of families (5) ______________ (have) at least one computer at home, and many people (6) ______________ (carry) smartphones and tablets with them everywhere. A few people even (7) ______________ (wear) them – either on their wrists, round their necks or on their belts. There's even more: experts say that one day soon we (8) ______________ (attach) them to our skin!

5 **Choose the correct form of the verbs below. The first one is done for you.**

1 Children often ***use / are using*** computers better than their parents.
2 I usually ***will play / play*** computer games every day, but only for one hour.
3 I want ***to get / getting*** a tablet, but I can't afford ***to buy / buying*** one at the moment.
4 Look at the black sky! It's ***raining / going to rain*** soon!
5 I***'m coming / come*** from Ajloun, but I***'m staying / stay*** in Irbid for a few months. I will return to Ajloun in the spring.
6 Nadia has ***been doing / did*** her homework for two hours! She ***is / will be*** very tired when she finishes.
7 If Ali ***had / has*** his own computer, he ***wouldn't / doesn't*** need to use his friend's computer.
8 I ***was writing / wrote*** an email when my laptop ***was switching / switched*** itself off.

6 **Rewrite the sentences using the clues in brackets. The first one is done for you.**

1 Perhaps Issa's phone is broken. (might)
Issa's phone might be broken.
2 Somebody has found my missing laptop. (been – passive)
My ______________________________.
3 I asked someone to fix my computer. (had – causative)
I ______________________________.
4 It isn't necessary to switch off the screen. (don't have to)
You ______________________________.
5 You are not allowed to touch this machine. (mustn't)
You ______________________________.
6 I think you should send a text message. (would)
If I were you, ______________________.
7 Press that button to make the picture move. (moves)
If you press ______________________.
8 Mohammad checked his emails, and then he started work. (before)
Mohammad had checked ______________
______________________________.

Vocabulary

7 **Answer the following questions.**

1 Which of these is an **invention** – the TV or gravity? Explain your answer.
____
2 What is the difference between a **smartphone** and an ordinary mobile phone?
____
3 What do you usually use to make a **calculation**?
____
4 Which would you rather have – a **PC**, a **tablet** or a **laptop**? Why?
____
5 Do you usually use a **floppy disk**? If not, what do you use?
____

Reading

8 **Think of two examples of how technology can keep us fit.**

9 **Read the article below quickly, and circle the correct words.**

1 The article is about how the Internet ***has developed / is developing***.

2 The writer ***says what he thinks / gives different opinions***.

10 **Read the article again and match the headings with the correct paragraphs. You do not need one of the headings.**

1 An easy life!
2 An unknown future
3 What is the 'Internet of Things'?
4 When will it end?

The Internet of Things

A ______

Everyone knows that the Internet connects people, but now it does more than that – it connects objects, too. These days, 5 computers often communicate with each other; for example, your TV automatically downloads your favourite TV show, or your 'sat nav' system tells you where you are. This is known as the 'Internet of Things', 10 and there's a lot more to come.

B ______

In just a few years' time, experts say that billions of machines will be connected to each other and to the Internet. As a 15 consequence, computers will increasingly run our lives for us. For example, your fridge will know when you need more milk and add it to your online shopping list; your windows will close if it is likely to rain; 20 your watch will record your heart rate and email your doctor; and your sofa will tell you when you need to stand up and get some exercise!

C ______

25 Many people are excited about the 'Internet of Things'. For them, a dream is coming true. They say that our lives will be easier and more comfortable. However, **others** are not so sure. They want to 30 keep control of their own lives and their own things. In addition, they wonder what would happen if criminals managed to access their passwords and security settings. The dream could easily become a 35 nightmare!

11 **Read the article once more, then answer the questions.**

1 What does the 'Internet of Things' mean? Give an example from the text.

____

____

2 Find a word in the first paragraph which has the same meaning as 'speak to'.

____

3 How will the 'Internet of Things' help you to keep fit, according to the text?

____

____

4 What does the word 'others' in **bold** in the third paragraph refer to?

____

5 According to the text, why are some people excited about the future? Why are others worried?

____

____

6 In your opinion, is the 'Internet of Things' exciting or worrying? Why?

____

____

Writing

12 **What are the advantages and disadvantages of the 'Internet of Things'? Read the lists and add your own ideas.**

Advantages	Disadvantages
health: monitor health and activity; fridges advise on healthy eating; more time to relax; ______	**privacy:** everything you do is tracked; ______
transport: driverless cars – automatically avoid crashes; traffic controlled more efficiently – no more traffic jams; ______	**security:** criminals could get control of your personal information; criminals could take over the whole system; ______
at home: control washing machines, cookers, etc. with your phone; lights and heating go on and off automatically (saving energy); ______	**safety:** computers sometimes fail – consequences could be terrible; ______
leisure: smart TV automatically downloads your favourite shows; music systems play music to suit your mood; ______	**employment:** many thousands of jobs are lost; ______

13 **Look at the sentences below, then write a paragraph about the advantages and disadvantages of the 'Internet of Things'. Use some of the expressions in bold below and ideas from exercise 12.**

- Lights will go off automatically. **In this way,/Therefore,/Consequently,/As a result,** we will save energy.
- **On the one hand,** life would be easier. **On the other hand,** we would have less privacy.
- Driverless cars would make travelling simple. **However,** if they went wrong, they could be very dangerous.
- **Although** the 'Internet of Things' sounds exciting, we should be careful.

____

____

____

____

____

____

____

WHAT I CAN DO

	Always	Sometimes	Rarely
1 I can recognise pictures related to computers.			
2 I can match vocabulary words to their descriptions.			
3 I can use the vocabulary related to computers in sentences.			
4 I can elaborate on my knowledge of information technology, using key vocabulary.			
5 I can use different verb tenses in one paragraph.			
6 I can specify the correct verb tense based on clues from sentences.			
7 I can rewrite sentences, using word clues.			
8 I can reflect on my knowledge of keeping fit through technology, using my critical-thinking skills.			
9 I can skim through an article to identify the main ideas.			
10 I can match headings to different parts of an article.			
11 I can demonstrate my knowledge of the 'Internet of Things' by answering questions.			
12 I can list advantages and disadvantages of the 'Internet of Things'.			
13 I can write a paragraph about the advantages and disadvantages of the 'Internet of Things'.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 2 A healthy life

Vocabulary

1 Match the phrases in the table with the correct meanings. One word is not needed. The first one is done for you.

acupuncture homoeopathy ailment arthritis immunisation ~~malaria~~ allergies migraine

1 a serious illness that is spread by mosquitoes	malaria
2 a disease that causes pain and swelling in joints	__________
3 an illness or disease which is not very serious	__________
4 giving a drug to protect against illness	__________
5 an extremely bad headache	__________
6 a form of complementary medicine which uses thin needles	__________
7 conditions that make you ill when you eat, touch or breathe a particular thing	__________

2 Complete the sentences with words from exercise 1. The first one is done for you.

1 My grandfather has arthritis in his fingers, so he sometimes finds it difficult to write.
2 ______________ to nuts and milk are becoming more common.
3 Many serious diseases can be prevented by ______________, which helps the body to build antibodies.
4 Headaches and colds are common ______________s, especially in winter.
5 If you have a ______________, the best thing to do is take some medicine and rest somewhere quiet.

Grammar

3 Complete the sentences with the correct form of the phrases in the box. Two phrases are needed twice. The first one is done for you.

be used to use to not be used to used to

1 We needed warm clothes when we went to London. We weren't used to the cold weather.
2 My grandparents didn't ______________ send emails when they were my age.
3 Rashed ______________ go swimming every morning, but now he doesn't.
4 We always go to the market across the street, so we ______________ eating fresh vegetables.
5 Please slow down. I ______________ walking so fast!
6 When you were younger, did you ______________ play in the park?

4 Choose the correct form of the verbs below. The first one is done for you.

1 I ***used to*** / ***am used to*** go shopping in the local supermarket, but it closed two years ago, so now I have to drive into town to shop.
2 There ***didn't use to / wasn't used to*** be so much pollution, but these days it is a global problem.
3 I think television ***used to / is used to*** be better than it is now. Most of the programmes these days are just reality TV.
4 Most Jordanians ***are used to / used to*** the hot weather that we have in summer.

5 There ***was used to / used to*** be a lot more wild animals in the past, but they are becoming rare nowadays.

6 Salma has been practising the oud really hard and she ***is now used to / now used to*** playing it.

5 Complete the sentences with the correct form of the verbs in brackets. The first one is done for you.

1 When I was a student, I used to work (work) very hard. I used to get up (get up) very early and study alone before my lectures, attend lectures all day, and then come home to study some more!

2 Are you ______________ (live) in Jordan yet? You've only been here for two months.

3 When I was a child, my grandmother ______________ (make) cakes for us all the time, and I liked helping her a lot.

4 My grandfather retired a month ago. He isn't ______________ (have) nothing to do all day. He says he needs a project to concentrate on.

5 I just got glasses this week, and I'm not ______________ (wear) them yet, so I'm still having difficulty.

Vocabulary

6 Complete the sentences with the words in the box.

viable alien conventional sceptical complementary

1 I don't really believe that story – I'm very ______________.

2 Doctors often treat infections with antibiotics; that is the ______________ approach.

3 Medicines that are not the normal, traditionally accepted treatments are known as ______________.

4 Another way of saying that something could be successful is to say it is ______________.

5 If something seems very strange, we sometimes say it is ______________.

7 Sentences 1–4 contain incorrect information. Correct them, using the phrases in the box. One phrase is not needed. The first one is done for you.

conventional medicine / produce antibodies
children and teenagers
better and healthier lifestyle choices
suffer from health problems
~~relax / get some exercise~~

1 A good way to cope with **stress** is to work extra hard.
No, it isn't. You should try to relax and get some exercise.

2 **Complementary medicine** can be used to immunise people.
No, it can't. You can immunise yourself using ______________
____

3 **Optimistic** people make bad lifestyle choices.
No, they don't. They make ______________
____

4 **Seeing red** has positive effects on your health.
No, it doesn't. You often ______________
____

Reading

8 **Read the article and match the paragraphs with the correct headings. One heading is not needed.**

1 Time to listen
2 Useful tips
3 Don't leave it too late!
4 A growing problem
5 It's good for you!

Get moving!

A ______

In many countries, an increasing number of young people and adults are overweight or even obese. One reason for this is the growing popularity of fast food, which didn't use to be as common as it is now. (1) ________ People would often walk to school or work, but these days many more of us drive. Modern technology has also played its part; we spend more and more time focusing on computer screens. Before the Internet was invented, nobody had dreamt of online shopping, but now we can buy almost anything without leaving the sofa.

B ______

Health experts have been warning about this trend for years, and their advice is clear. Adults should aim to exercise for at least two and a half hours every week; for children and teenagers the target should be at least an hour a day. This might not sound very much. However, recent research shows that less than 50% of the British population manages this. (2) ________ Girls in particular often dislike PE. This can lead to serious health problems.

C ______

Experts recommend a mixture of activities. These should include moderate exercise, such as fast walking, and more strenuous exercise, like running. (3) ________ The more muscle we build, the more calories we burn, and the fitter we become. In addition, exercise is a great way to cope with stress. In a recent study, patients who had been suffering from depression reported a great improvement after increased physical activity.

D ______

Of course this raises a question: how can I manage to fit in all this extra exercise? The best way is to build it into our daily lives so that it becomes a routine. (4) ________ You could get off the bus one stop earlier than usual, or stand up when you're on the phone! Most importantly, we should find a sport that we enjoy doing. That way, we will all become fitter, healthier and happier.

9 **Read the article again and complete it with the missing sentences. One sentence is not needed.**

a School children are less physically active than they used to be.
b Another big factor is lack of exercise.
c They also advise exercise that strengthens the muscles, for example sit-ups.
d On the other hand, it can be fun.
e It doesn't have to take much extra time.

10 **Answer the following questions.**

1 According to the article, what are the main reasons for higher rates of obesity?

____

____

2 What is the minimum amount of exercise recommended for someone in your age group?

____

____

3 Do most British people get enough exercise? Which sentence in the article tells you this?

____

____

4 Guess the meaning of the highlighted word in paragraph C. Then check in a dictionary.

____

5 The author suggests some ways of including exercise in our normal lives. Give two examples from the article.

____

Writing

11 Read the article on page 13 again, then answer the questions in note form.

1 Paragraphs A and B: In your opinion, is this true of Jordan? What about you, your family and friends? Give examples from your own experience to explain your answers.

____

____

2 Paragraphs C and D: Think of some simple ways you and other people you know could increase your physical activity. Write two or three ideas.

____

____

12 Now write a two-paragraph report to answer the questions. Use your notes from exercise 11. Are you, your family and your friends active enough? How could you increase your physical activity?

Paragraph 1 Say what the situation is at the moment, both generally and personally.	
Paragraph 2 Explain how you, your family and your friends could increase your physical activity.	

Unit 3 Medical advances

Vocabulary

1 **Make pairs of words with similar meanings and match them with the correct definitions. The first one is done for you.**

apparatus ~~**artificial**~~ **equipment**
fund **prosthetic** **sponsor**

Definitions	Words with similar meanings	
1 an adjective describing an object that is manufactured by humans	artificial	______
2 tools or machines that have a particular purpose	______	______
3 to pay for	______	______

2 **Choose the correct verb to complete the collocations. Then, write two sentences of your own, using two collocations of your choice. The first one is done for you.**

1 *(catch) / take* someone's attention
2 *get / catch* an idea
3 *take / get* an interest in something/ somebody
4 *spend / do* time doing something
5 *make / attend* a course

____

____

3 **Use the words in the box to complete the sentences. One word is not needed. The first one is done for you.**

helmet **inspire** **monitor**
reputation **risk** **seat belt**
self-confidence **tiny** ~~**waterproof**~~

1 You can wear your watch when you go swimming if it's waterproof.
2 It's amazing how huge trees grow from ______ seeds.
3 The Olympic Games often ______ young people to take up a sport.
4 Please hurry up. Let's not ______ missing the bus.
5 You must always wear a ______ in a car, whether you're the driver or a passenger.
6 When my grandfather had a heart attack, the doctors attached a special ______ to his chest.
7 It's important to encourage young people and help them develop ______.
8 Petra has a ______ as a fascinating place to visit.

Grammar

4 **There is one mistake in the verb tenses in each of the four conversations below. Underline the mistake and rewrite the verb in the correct tense.**

1 A: What do you think you will be doing in two years' time?
B: I think I will be living in Karak, and I will study Geography.

____

2 A: Don't phone me at seven. I'll have dinner with my family.
B: OK, I'll phone at nine.

____

3 A: What time will you get here tomorrow?
B: At about three, I think. I'll be texting you the exact time later.

____

4 A: Please be quiet when you come home tonight. The baby will sleep.
B: Don't worry. I won't forget.

____

Vocabulary

5 **Replace the words and phrases in bold with words from the box. One word is not needed.**

a coma   dementia   medical trials   pills   symptoms

1 Doctors look at the **signs of illness** before they decide how to treat the patient.

____

2 Before doctors prescribe drugs to patients, scientists perform **special tests** to make sure the drugs are safe.

____

3 After Ali's accident, he lay in **an unconscious state** for two weeks.

____

4 My grandfather has to take a lot of medicine – he takes six different **tablets** every day.

____

Speaking

6 **Read the following sentences, then talk about yourself. Use *hope, plan* and *intend*.**

- I **intend** to study Medicine at university. Then I **hope** to work in the hospital near my home town.
- I **hope** to be an engineer one day. I'm **planning** to get some work experience before I go to university.
- I **hope** to do well in my exams this year. Then I **intend** to go to university and study Archaeology.
- I **plan** to go abroad when I leave school. I **intend** to improve my English. Then I **hope** to return to Jordan and get a good job.

Grammar

7 **Complete the text with the correct form of the verbs in the box. The first one is done for you.**

be going to + do   be going to + miss   ~~be going to + take~~   will + have   will + stay   will + tell

Rami has broken his leg. It (1) *'s going to take* a long time to get better. He (2) ______________ in hospital for at least two weeks, and he (3) ______________ his leg in plaster for much longer. Rami (4) ______________ a lot of lessons at school, but he (5) ______________ some work while he's in hospital, and he also hopes his friends (6) ______________ him about the lessons he has missed.

Reading

8 **In your opinion, in what ways would a prosthetic hand improve someone's life? What problems might it cause?**

9 **Read the article below and choose the best title.**

A Accident victim invents hand that can feel
B Accident victim gets amazing new hand
C Accident victim tests first artificial limb

Scientists have successfully invented a prosthetic hand with a sense of touch. It is an exciting new invention, which they plan to develop. It is possible that, in the not-too-distant future, similar artificial arms and legs will have taken the place of today's prosthetic limbs. (5)

Dennis Sorensen, a 39-year-old from Denmark, was the first person to try out the new invention. After losing his left hand in an accident, he had been using a standard prosthetic hand for nine years. The new hand, which was developed by Swiss and Italian scientists, was a huge improvement. With it, Sorensen could not only pick up and manipulate objects, but he could also feel them. 'When **I** held an object, I could feel if it was soft or hard, round or square,' he explained. He said that the sensations were almost the same as the ones he felt with his other hand. (10, 15, 20)

Unfortunately, Sorensen was only taking part in trials, and the equipment is not ready for general use yet. He was only allowed to wear it for a month, for safety reasons. So now he has his old artificial hand back. However, he hopes that soon he will be wearing the new type of hand again. He is looking forward to the time when similar artificial limbs are available for the thousands of people who need them. He will have helped to transform their lives. (25, 30)

10 **Read the article again and answer the questions.**

1 Who invented the new prosthetic hand? What is special about it?

____

2 Why does Dennis Sorensen need a prosthetic hand?

____

3 Which hand is he wearing now? Why?

____

4 Who does the **bold** pronoun 'I' refer to in line 17?

____

5 Find a word that is the opposite of 'natural'in the first and third paragraphs.

____

Grammar

11 **Complete the sentences in the Future Perfect or the Future Continuous. The first one is done for you.**

1 Next month, we / live / in this house for a year. Let's celebrate!

Next month, we will have lived in this house for a year. Let's celebrate!

2 Next Monday, I / work / in my new job.

____

____

3 you / do / all your homework by eight o'clock?

____

____

4 It's three o'clock now, so Miriam's flight / have / arrive / at Queen Alia International Airport.

____

____

5 you / be / meet us / at the library this afternoon?

____

____

6 You can borrow this book tomorrow. I / finish / it by then.

____

____

Writing

12 **Read the predictions and tick the ones you agree with. Then rewrite the ones you disagree with, using the phrases in bold and your own predictions.**

1 **Before long,** all prosthetics will be bionic. ☐
Before long, ______________________________

2 **By the end of this decade,** doctors will have discovered how to cure colds and flu. ☐
By ______________________________

3 **By the time I am fifty,** the average life expectancy will be 100. ☐
____

4 **In thirty years' time**, scientists will have found a cure for cancer. ☐
____

5 **Within fifty years,** scientists will invent a device that enables blind people to see. ☐
____

6 **By the end of this century,** there will be no diseases left. ☐
____

13 **Write an essay predicting medical advances by the year 2100 CE. Use some of the expressions from exercise 12. Write about 100 words.**

____

WHAT I CAN DO				
		Always	Sometimes	Rarely
1	I can define words related to illnesses and medical treatments.			
2	I can use the vocabulary related to illnesses and medical advances in sentences.			
3	I can rewrite sentences, using the correct vocabulary items.			
4	I can categorise words according to definitions and similar meanings.			
5	I can construct collocations and use them in sentences.			
6	I can distinguish between *used to* and *be used to* by completing sentences.			
7	I can detect incorrect verb forms in the future.			
8	I can complete a paragraph with the correct future verb forms.			
9	I can distinguish between the Future Perfect and the Future Continuous by completing sentences.			
10	I can talk about my intentions, hopes and plans for the future.			
11	I can talk about the advantages and disadvantages of the invention of a prosthetic hand, using my critical-thinking skills.			
12	I can match headings to different parts of an article.			
13	I can complete paragraphs with missing information.			
14	I can demonstrate my knowledge of healthy living by answering questions.			
15	I can skim through an article to choose a suitable title.			
16	I can analyse an article by answering questions.			
17	I can write notes and a report about healthy living in Jordan.			
18	I can predict developments in medicine, using time expressions for the future.			
19	I can write an essay about advances in medicine by the year 2100 CE.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 4 Success stories

Vocabulary

1 **Complete the sentences with the words in the box. One word is not needed. The first one is done for you.**

philosopher arithmetic polymath chemist geometry ~~mathematician~~ physician

1 My father teaches Maths. He's a mathematician.
2 You must not take in medicine without consulting a ________________.
3 We learn about shapes, lines and angles when we study ________________.
4 Mr Shahin is a true ________________, working in all kinds of creative and scientific fields.
5 Ramzi is very good with numbers and calculations. He always scores high in ________________.
6 A ________________ is someone who thinks and writes about the meaning of life.

2 **Match the words with the correct definitions. One definition is not needed. The first one is done for you.**

Words	Definitions
1 talent _g_	**a** an expert in many subjects
2 founder ___	**b** ar oom for scientific experiments
3 scale ___	**c** the person who starts something new, such as an organisation or a city
4 polymath ___	**d** an instrument to measure weight
5 arithmetic ___	**e** an engineer
6 laboratory ___	**f** the study of numbers
	g special ability

Grammar

3 **Make cleft sentences, stressing the information in bold. The first one is done for you.**

1 **Queen Rania** opened the Children's Museum of Jordan in 2007 CE.
It was Queen Rania who opened the Children's Museum of Jordan in 2007 CE.

2 Petra was made a World Heritage Site **in 1985 CE**.
The year ____.

3 I stopped working **at 11 p.m**.
It was ____.

4 **My father** has influenced me most.
The person ____.

5 I like **Geography** most of all.
The subject ____.

6 **The heat** made the journey unpleasant.
It was ____.

4 **Match the beginnings with the correct endings and join them with a relative pronoun. Then, write the sentences out in full. The first one is done for you.**

1 A mathematician is someone …	**a** are studied by mathematicians.
2 Geometry and arithmetic are subjects …	**b** means 'doctor'.
3 'Physician' is an old-fashioned word …	**c** works with numbers.
4 A chemist is a person …	**d** astronomers study.
5 The stars and planets are things …	**e** works in a laboratory.

1 c: A mathematician is someone who works with numbers.

2 ____________________

3 ____________________

4 ____________________

5 ____________________

5 **Complete the text about Ibn Sina, using the relative pronouns in the box. One pronoun is used twice. Add commas for the non-defining relative clauses.**

that when which who

Ibn Sina (1) ________ is also known as Avicenna was a polymath. Ibn Sina was influenced as a young man by the works of the philosopher Aristotle. He wrote on early Islamic philosophy (2) ________ included many subjects, especially logic and ethics. He also wrote *Al Qanun fi-Tibb*, the book (3) ________ became the most famous medical textbook ever. In the last ten or twelve years of his life, Ibn Sina started studying literary matters. His friends (4) ________ were worried about his health advised him to relax. He refused and told them 'I prefer a short life with width to a narrow one with length.' It was the month of Ramadan (5) ________ Ibn Sina died, in June 1037 CE.

6 **'I prefer a short life with width to a narrow one with length.' Do you agree with Ibn Sina's quote? Why/Why not? Try to use cleft sentences with defining and non-defining relative clauses in your answer.**

____

____

____

____

____

____

Vocabulary

7 **Complete the sentences with words formed from the words in brackets.**

1 The Middle East is famous for the ________ of olive oil. (produce)

2 Ibn Sina wrote ________ textbooks. (medicine)

3 Fatima al-Fihri was born in the ________ century. (nine)

4 My father bought our house with an ________ from his grandfather. (inherit)

5 Scholars have discovered an ________ document from the twelfth century. (origin)

6 Do you think the wheel was the most important ________ ever? (invent)

7 Al-Kindi made many important mathematical ________. (discover)

8 Who was the most ________ writer of the twentieth century? (influence)

Reading

8 **Read about Ibn Bassal and complete the text with the missing phrases A–E. One phrase is not needed.**

A founding father of farming

Ibn Bassal was a writer, a scientist and an engineer who lived in Al-Andalus in the eleventh century CE. He worked in the court of Al-Ma'mun, (1) ________. 5 His great passions were botany, (2) ________, and agriculture. Although he was a great scholar, he was also a practical man and all of his writing came from his own 'hands-on' 10 experience of working the land.

One of the many things which Ibn Bassal achieved was *A Book of Agriculture*. The book consisted of sixteen chapters which explain 15 how best to grow trees, fruit and vegetables, as well as herbs and sweet-smelling flowers; perhaps the most famous chapter of all was the one (3) ________. Ibn Bassal also 20 worked out how to irrigate the land by finding underground water and digging wells. He designed water pumps and irrigation systems. All of these things were passed on through his writing.

25 The influence of Ibn Bassal's book was enormous. As farmers down the generations followed his instructions and advice, the land became wonderfully fertile and produced more 30 than enough food for the fast-growing population. The irrigation systems (4) ________ are still in evidence in Spain. Although his name is not widely known, Ibn Bassal's legacy to the 35 world has been great.

A that described how to treat different types of soil
B which is the study of plants
C that he and his followers put in place
D when the book was first written
E who was the King of Toledo

9 **Read the text again and answer the questions.**

1 Name two of Ibn Bassal's achievements.

____

2 Find a verb in the second paragraph that means 'supply land with water'.

____

3 Guess the meaning of 'fertile land' in the third paragraph. Which part of the text illustrates its meaning?

____

4 Guess the meaning of 'legacy' in the third paragraph. What does the author suggest is Ibn Bassal's legacy to the world?

____

5 Which paragraph suggests that Ibn Bassal was a polymath? Give examples of his areas of knowledge.

____

____

6 Why do you think the area around Toledo had a 'fast-growing population'?

____

____



Vocabulary

10 **Complete the sentences with words from the box. One word is not needed.**

benefit farms footprint free friendly neutral pedestrian power renewable waste

1 In hot countries, solar ______________ is an important source of energy.
2 'Green' projects are environmentally ______________.
3 Wind ______________ are an example of ______________ energy.
4 If a city recycles everything and doesn't throw anything away, it is zero-______________.
5 We burn carbon whenever we use oil, coal or gas. This is known as our carbon ______________.
6 If we replace as much carbon as we burn, we are carbon-______________.
7 A place where no cars are allowed is a car-______________ zone, and it is ______________ friendly.

Writing

11 **Read the text on page 22 again. Underline the parts that give you basic information about Ibn Bassal and write them below.**

Name	
Date	
Location	
Occupation and interests	
Achievements	
Legacy	

12 **Now write three short paragraphs (40–60 words each) summarising the text about Ibn Bassal. Use the prompts in exercise 11 as a guide.**

Unit 5 The arts

Vocabulary

1 Choose the correct words to complete the following sentences. The first one is done for you.

1 Watch people acting a story at (*a theatre*) / *an installation*.
2 Admire *textiles / ceramics* but don't break them!
3 Look at beautiful pieces of art at a *play / gallery*.
4 Look at *an installation / a theatre* that has been set up in a public space.
5 Look at and touch *textiles / handicrafts* that have been sewn together.

2 Match the words in the box with the correct meanings. One word is not needed. The first one is done for you.

ceramics exhibition gallery ~~handicrafts~~ heritage sculpture textiles

1 beautiful objects made by hand handicrafts
2 a place where art is shown ____________
3 a solid piece of art, usually made of stone, metal or wood ____________
4 an event during which works of art are displayed ____________
5 art made from clay ____________
6 traditional culture, such as art, architecture, customs and beliefs ____________

3 Complete the sentences with the correct adjective. One adjective is not needed. The first one is done for you.

~~contemporary~~ cultural educational major ongoing visual

1 We went to a concert yesterday. The music was written by a new young composer, so it was contemporary.
2 When we go on school trips, we always learn new things because the trips are ____________.
3 King Hussein was a ____________ world figure in the twentieth century.
4 Photography and painting are two examples of the ____________ arts.
5 Art, music and literature are all part of our ____________ life.

Grammar

4 Complete the sentences with *a*, *an*, *the* or –. The first one is done for you.

1 – Amman is the capital of – Jordan.
2 It's one of ________ oldest cities in ________ world.
3 ________ Petra is in ________ south of Jordan. It's ________ important archaeological site.
4 It was ________ important city until ________ huge earthquake destroyed it in about 663 CE.
5 ________ Aqaba is next to ________ Red Sea; ________ people often go there for their holidays.
6 I'm very interested in ________ history, in particular ________ history of ________ Jordan.

5 Read and correct the dialogues. Add ***a***, ***an*** or ***the*** where necessary. The first one is done for you.

1 A: I'm reading a really good book.

B: Oh, what's title?

2 A: Do you ever go to art galleries?

B: Yes, I do. There's big gallery in our town, and I often go there.

3 A: Where are Pontic Mountains?

B: They're in Turkey.

4 A: Is there art museum in Amman?

B: Yes, go to National Museum of Fine Arts.

5 A: Do you like music?

B: Yes, I do. I play piano, actually.

6 Mark is American and Bruce is British. How would Bruce say sentences **1–3** in British English? How would Mark say sentences **4–6** in American English?

1 Mark: Did you see that exhibition yet?
Bruce: ______________________________
____

2 Mark: I usually take a shower in the morning.
Bruce: ______________________________
____

3 Mark: I just had my breakfast.
Bruce: ______________________________
____

4 Bruce: Where's Leo? Have you seen him anywhere?
Mark: ______________________________
____

5 Bruce: I'd like to have a look at those paintings.
Mark: ______________________________
____

6 Bruce: Leo's already done his project.
Mark: ______________________________
____

Vocabulary

7 Complete the following table. The first one is done for you.

British English	American English
neighbour	**1** neighbor
2 ______________	liter
paralysed	**3** ______________
4 ______________	canceled
marvellous	**5** ______________
6 ______________	harbor

8 Look at these pairs of words that have the same meaning. Write **Am** (American English) or **Br** (British English) next to each word. Then check in a dictionary. The first one is done for you.

1 lift Br elevator Am	**5** autumn ____ fall ____
2 pavement ____ sidewalk ____	**6** rubbish ____ trash/garbage ____
3 candy ____ sweets ____	**7** gas ____ petrol ____
4 vacation ____ holiday ____	**8** cookie ____ biscuit ____

9 Complete the sentences with the correct form of the words in the box.

translation archaeology appreciation educate collect installation

1 Petra is an important ______________ site.
2 I will be going to university to continue my ______________.
3 In our exam, we had to ______________ a text from Arabic into English.
4 They are going to ______________ a new air conditioning unit in our flat.
5 Thank you for your help, I really ______________ it.
6 Have you seen Nasser's ______________ of postcards? He's got hundreds!

Reading

10 **Read the blog post quickly, and answer the questions.**

1 Where was Rashed when he wrote the blog? ______________________

2 What did he most enjoy looking at? ______________________

3 Where did he go in the evening? ______________________

4 What bothered him? ______________________



Hi! My name is Rashed. I'm staying in London for a week, with my family. I hope you enjoy reading my blog.

Wednesday

Yesterday was brilliant. We decided to go to the Victoria and Albert Museum (also known as the V&A), which is a big museum of art and design in central London. It has one of the largest collections of Islamic art in the world and, as you can imagine, we were keen to **have a look**.

We spent most of our time in the Jameel Gallery, which opened in 2006 CE. There were about 10,000 items on display (no, I didn't count them; the guide told us!). There were carpets and other textiles as well as pottery, ceramics, paintings and things made of ivory (from elephants), wood, metal and glass. My **favourite** thing was a beautiful Egyptian jug, which looked as if it was made out of glass. In fact it is rock crystal, and it was made over ten thousand years ago. The person who made it must have been incredibly skilled.



We were at the V&A all day (there's a good café there, and an excellent shop too!). Then, although we were quite tired, in the evening we went to a concert at the Royal Albert Hall. The orchestra was from Germany and it was brilliant! We had comfortable seats, but a lot of people stood right in front of the orchestra. They didn't sit down at all! **I've never stood all the way through a concert**, and I don't think I'd like to!

11 **Read the blog post again and answer the questions.**

1 Why did Rashed and his family decide to go to the V&A Museum?

____

2 Name four materials that Rashed mentions.

____

3 Look at the words and phrases in **bold**. Is Rashed using British or American English? Justify your answer.

____

4 Look at the sentences in brackets in lines 5–6. In your opinion, what question is Rashed answering and why?

____

5 Would you stand up all the way through a concert? Why/Why not?

____

Writing

You are going to write an argumentative essay about museums and modern culture.

12 Discuss your immediate reaction to the following statement: 'The purpose of museums is to educate.'

13 Do some research and make notes. Plan your essay according to the structure of your argument. Use a four-paragraph structure.

14 Before you write your essay, get your partner to check your plan. Is it clear and well-structured? Write about 120 words.

WHAT I CAN DO			
	Always	**Sometimes**	**Rarely**
1 I can complete sentences with vocabulary related to professions, the environment and the arts.			
2 I can match words to their definitions.			
3 I can complete sentences with the correct form of words.			
4 I can distinguish between American and British English.			
5 I can rewrite sentences to make cleft sentences.			
6 I can combine phrases with relative pronouns.			
7 I can complete a text with relative pronouns.			
8 I can complete sentences with definite and indefinite articles.			
9 I can detect words that need definite and indefinite articles in a number of dialogues.			
10 I can express my opinion on a certain quote, using my critical-thinking skills.			
11 I can complete a text with the missing phrases.			
12 I can demonstrate my understanding of a text by answering questions.			
13 I can skim through a text to answer questions.			
14 I can plan for a summary of a text.			
15 I can summarise a text about Ibn Bassal.			
16 I can plan for and write an argumentative essay.			

Total number of ticks		
Always	Sometimes	Rarely

Revision A

Reading

1 **Read the beginning of this article about Ibn Rushd and answer the questions.**

Ibn Rushd was a famous Islamic polymath who was born in Cordoba, Al-Andalus, in the twelfth century. During his lifetime, he was widely known and respected for his teaching and his books. Even now, nearly nine hundred years after his birth, he is still remembered as a great scholar, scientist and writer. In fact, he is even remembered in space because scientists named an asteroid (that's a rock which orbits the sun) after him, in honour of his great contributions to astronomy.

1 Approximately how many years ago was Ibn Rushd born?

____

2 The text describes an unusual way of honouring Ibn Rushd. What is it, and why was it done?

____

____

Listening

2 **Listen to the rest of the information and answer the questions.**

1 What subject did 'Generalities' deal with?

____

2 How old was Ibn Rushd when he started writing books, and roughly how many original books did he write?

____

____

3 How is he remembered in the place of his birth?

____

____

Speaking

3 **Work with a partner.**

a Look at the list of inventions and add two more of your own ideas.

- the printing press ____
- the wheel ____
- the World Wide Web ____
- antibiotics ____
- the radio ____
- writing ____
- electric lighting ____
- paper ____
- ______________ ____
- ______________ ____

b Number the inventions in order of importance 1 to 10 (1 = the most important). Discuss ideas and make sure you can explain them.

Writing

4 **Which invention did you choose as the most important? Give your reasons.**

____

____

____

Grammar

5 **Choose the correct option, a, b, c or d.**

1 Excuse me, is there ____ chemist's near here?
a an **b** the **c** – **d** a

2 In three years' time, my brother ____ graduated from university.
a has **b** will have **c** is going to **d** will

3 Soon we ____ packing for our holiday.
a 're going to **b** 'll be **c** 're going **d** will have

4 Where did they ____ to school?
a used to going **b** used to go **c** use to go **d** use going

6 Write one sentence that means the same.

1 The Egyptians built the pyramids.
It was the ______________________.

2 Ali intends to finish his project tonight.
Ali is ______________________.

3 London is a huge city. It's the capital of the UK.
London, ______________________.

7 Complete the sentences with the correct form of the verbs in brackets.

1 Are you planning ______________ shopping tomorrow? (go)

2 Where have you been? I ______________ for ages. (wait)

3 Our grandmother used ______________ us stories at bedtime. (tell)

4 Will it still ______________ this evening? (rain)

5 Before she went to the library, Huda ______________ her mother to prepare lunch. (help)

Vocabulary

8 Complete the following sentences with words from the box. One word is not needed.

ailment artificial equipment fund textiles

1 My sister wants to be a fashion designer and work with ______________.

2 Before the boys go climbing, they'll go to a special shop to buy all the ______________ that they need.

3 Older people tend to suffer from more ______________s than younger people.

4 My parents have saved enough money to ______________ our university courses.

9 Write the words in the correct lists. Two of the words are not needed.

arithmetic astronomer gallery calculations polymath textiles disabilities geometry smartphone physicist ceramics symptoms career allergies

Mathematics	
Medical matters	
People	
The arts	

10 Complete the sentences with words from exercise 9.

1 If you don't feel well, you should describe your ______________ to the doctor.

2 There is a good ______________ for contemporary art across the street.

3 A telescope enables ______________s to observe the stars.

4 It is often impossible for people with ______________ to climb stairs.

5 In our Maths exam, we have to write down our ______________ as well as the answers.

Unit 6 Education today

Vocabulary

1 **Replace the words and phrases in bold with words from the box. One word is not needed. The first one is done for you.**

compulsory	contradictory	~~developed nation~~	tuition	optional	fluently

1 A **wealthy country** is a country that's economically and socially advanced. _developed nation_
2 Is Maths **a subject that you have to do**?
____
3 You don't have to stay after school for the chess club – it's **your choice**.
____
4 Do you have music **lessons** at the weekend?
____
5 Those statements are **on different sides of the argument**.
____

2 **Use the extra word from exercise 1 in a sentence of your own.**

____

3 **Complete the sentences with the correct form of the words in brackets. The first one is done for you.**

1 One of the most important things that we give children is a good _education_. (educate)
2 If you work hard, I'm sure you will ______________. (success)
3 Congratulations! Not many people ______________ such high marks. (achievement)
4 My father works for an ______________ that helps to protect the environment. (organise)
5 It's amazing to watch the ______________ of a baby in the first year of life. (develop)

Grammar

4 **Study the information in the table about compulsory education and complete the sentences below it. Use the words and phrases in the box. One word is not needed. The first one is done for you.**

Compulsory education in different countries	
England	5–16 years
Portugal	6–18 years
Jordan	6–15 years
Turkey	6–18 years
Japan	6–15 years

earlier	later	less	longer	~~the most~~	the least

1 Portuguese and Turkish children have _the most_ compulsory schooling.
2 Portuguese children have to go to school for ______________ than children in Japan.
3 In Jordan, children start school a year ______________ than English children.
4 Japanese and Jordanian children have ______________ compulsory schooling.
5 Jordanian children can leave school one year ______________ than English children.

5 **This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences. Use phrases from the box. One phrase is not needed. The first one is done for you.**

Subject	Number of applications in 2014 CE	Change since 2013 CE
Business Studies	280,240	+3.2%
Visual Arts	244,620	+2.4%
Biology	231,720	+8%
Engineering	141,100	+11%
Law	108,130	-1%
Physics	104,410	+5%
Medicine and Dentistry	98,910	+3%
Computer Science	97,110	+13%

as popular as **as much as**
least popular **more people**
less popular than **more popular**
not as many **the fastest**
~~**the most popular**~~

1 Business Studies is the most popular subject.
2 ______________ people applied for Law in 2014 CE as in the previous year.
3 Physics isn't ______________ Biology.
4 Law is ______________ than Medicine and Dentistry.
5 ______________ growing subject is Computer Science.
6 Engineering is ______________ Visual Arts.
7 11% ______________ applied for Engineering in 2014 CE than in 2013 CE.
8 The ______________ subject on the list is Computer Science.

Speaking

6 **Look at sentence 8 in exercise 5. Do you think it will still be true in the next few years? Why? Discuss with a partner.**

____

____

Vocabulary

7 **The following paragraphs are comments made by university students. Fill in the gaps with the appropriate university subjects. One subject is not needed.**

Banking and Finance **Linguistics**
Fine Arts **History** **Physics** **Law**

1 You should study ______________ if you're interested in learning about the legal system. I studied it because I wanted to help people, and now I have a great job in an office.
2 Studying ______________ lets me focus on my love of language in an analytical way. It has introduced me to ideas about language that I never thought of before.
3 Maths has always been my strongest subject, and I feel that by studying ______________ I can use my strengths to solve practical problems.
4 ______________ is a subject that I've always been interested in. Learning about ancient and modern civilisations is fascinating. Studying it at a higher level means really understanding how different cultures interacted in the past.
5 Economics and the global market have always interested me, but I wanted to study a subject with a clear career path, so I chose ______________.
After I graduate, I want to begin a career in investment.

Reading

8 **Read the text quickly. Use the context to guess the meaning of the underlined words and match them with their meanings. The first one is done for you.**

After school …

In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as this. Twenty years ago, **it** was closer to 30%, and thirty years before that, it was only about 5%. **Another huge change** has been financial. Before 1998 CE, higher education in the UK was completely free for UK citizens. Since then, tuition fees have been introduced. Most students borrow this money from the government. They don't have to repay it immediately. Instead, they pay it back slowly out of future earnings.

Despite the high cost, most students choose to study away from home. A recent survey of 17,000 students revealed that only 7% wanted to stay at home while they studied for their degree. Of course for most young people, living away from home means borrowing even more money from the government. So why don't students choose to avoid debt by staying at home, where they don't have to pay rent? Most of them say that they want to move to the university of their choice, rather than the nearest one. Another strong motive is the desire to live in a new culture. Where do these students live? Many have rooms in halls of residence, especially in their first year; others rent flats or houses. A lucky minority live in property that their parents have bought for them. Most of them need to learn to cook, do their own washing and manage their time and money.

1 accommodation provided by a university or college: halls of residence

2 reason for doing something: __________

3 not many, the opposite of 'majority': __________

4 costs, charges: __________

5 money you owe: __________

6 relating to money: __________

9 **Are these statements true (T) or false (F)? Correct the false statements.**

1 The number of school leavers who go to university in England has greatly increased in the past 30 years.

____

2 It's more expensive to go to university than it used to be.

____

3 University students have to pay before they study.

____

4 Most university students choose the cheapest option.

____

10 **Answer the following questions.**

1 What does the word 'it' in **bold** refer to in the first paragraph?

____

2 The first paragraph contains the phrase in **bold** 'another huge change'. What was the first huge change?

____

3 How are students able to afford to leave home? Which part of the text tells you this?

____

11 Complete the sentences with the following *body* idioms. Work in pairs and check that you understand their meanings.

get it off your chest **get cold feet**
play it by ear **keep your chin up**
have a head for figures

1 I'm too nervous to do a parachute jump. I think that I'll ______________________ at the last minute.
2 If you've got a problem, talk to someone about it. It helps to ______________________.
3 I don't think I'd be a very good accountant. I don't really ______________________.
4 ______________________! I'm sure everything will be fine in the end.
5 I'm not sure if it'll be warm enough to have a barbecue. We'll have to ______________________.

Writing

12 Write a blog post about your early memories of school. Compare it with your experience of school in recent years.

Unit 7 Lifelong learning

Vocabulary

1 Complete the sentences with words from the box. One word is not needed. The first one is done for you.

circulation memory concentration beneficial ~~diet~~ dehydration nutrition

1 I used to eat too much junk food, but now I have a much healthier diet.
2 It's ______________ to take regular breaks when revising.
3 It's important to drink a lot of water in order to avoid ______________.
4 Don't sit still for too long – move around frequently to increase your ______________.
5 Zainab listens to music while she's working. It helps her ______________.
6 Adnan never forgets anything! He's got an amazing ______________.

2 Read definitions 1–6. Make collocating phrases using a verb and a noun from the boxes. Write the collocations in the correct gaps next to the definitions. One verb is not needed. The first one is done for you.

do (x2) ~~draw up~~ make (x2) give take

a start a break exercise ~~a timetable~~ a subject a difference

1 write a schedule: draw up a timetable
2 keep fit: ______________
3 begin: ______________
4 relax: ______________
5 study: ______________
6 change something: ______________

3 Use the collocations from exercise 2 to complete the sentences. The first one is done for you.

1 If you want to lose weight, you should do exercise every day.
2 The deadline is tomorrow, and you haven't done anything yet! You really must ______________.
3 If you send money to charity, you will ______________ to a lot of lives.
4 You look tired. Why don't you ______________?
5 I need to organise my time better. I think I'll ______________.

Grammar

4 Complete the questions with words from the box. The first one is done for you.

how how much ~~if~~ when where whether who why

1 Do you know if we can take water into the exam?
2 Could you tell me ______________ this book costs, please?
3 Do you know ______________ I've passed my exam or not?
4 Do you mind telling me ______________ the library is?
5 Could you explain ______________ I can solve this Maths problem?
6 Could you possibly tell me ______________ the Arabic teacher is?
7 Do you know ______________ we'll know our results?
8 Do you mind explaining ______________ the sky sometimes looks red?

5 Complete the following indirect questions. The first one is done for you.

1 Can you suggest a healthy breakfast?
Do you mind suggesting *a healthy breakfast*?

2 Please help me to plan my revision.
Do you mind ________________?

3 How can I relax?
______ you explain ______________?

4 Are we allowed to eat sweets during the exam?
______ you know ______________?

5 Please tell me where you found that information.
__________ mind ______________?

6 Does the exam start at ten or half past ten?
__________ whether ______________?

6 Rearrange the words to make indirect questions. The first one is done for you.

1 if / revise / you / explain / I / the / could / best / wonder / to / way / .
I wonder if you could explain the best way to revise.

2 needs / you / much / sleep / how / a / do / know / teenager / ?
____
____

3 should / much / I / do / could / you / revision / me / tell / how / ?
____
____

4 mind / you / water / giving / a / glass / do / of / me / ?
____
____

5 know / in / do / you / the / whether / morning / or / the / in /exercise / is / better / evening / ?
____
____

7 Rewrite the sentences. Use the impersonal passive in two different ways. The first one is done for you.

1 They say that fish is good for the brain.
It is said that fish is good for the brain.
Fish is said to be good for the brain.

2 People think that we only use a small percentage of our brain power.
____
____

3 They claim that we remember things we hear in our sleep.
____
____

4 People believe that solving puzzles keeps the brain active.
____
____

5 Experts have proved that exercise is good for concentration.
____
____

Vocabulary

8 Complete the table with the correct form of the words. The first one is done for you. Then, use some of the words to complete the sentences.

Verb	Noun
circulate	*circulation*
	dehydration
advise	
	revision
concentrate	

1 I'm confused. Could you give me some __________, please?

2 Before an exam, you must __________ everything you've learnt.

3 In hot weather our bodies are in danger of __________.

4 Don't talk to the driver. He must __________.

5 How quickly does blood __________ round the body?

Reading

9 Read the text and complete the missing headings. One heading is not needed.

A How long are the courses?
B How much does it cost?
C Learn English fast – the natural way!
D What exactly do you mean by 'total immersion'?
E What will I be doing?

1 __________
It is said that the best way to acquire a language is to immerse yourself in it, and that's what we offer at *Extreme English*: total immersion.

2 __________
5 You will stay in one of our beautiful apartments. You'll hear and speak English all day long. You can either join a small group of other students of a similar level, or request a 'tailor-made' course.
10 For example, you may require a course in **academic** English to prepare you for **undergraduate** or **postgraduate** studies, or a **vocational** course to help you with your career. Either way, you will live and
15 work together as a family.

3 __________
In the mornings, after breakfast, one or more of our trained and experienced teachers will arrive, and you will have three hours of intensive tuition. Then,
20 after enjoying lunch together around the table, you'll visit local places of interest, go shopping, take part in sports, etc. In the evenings, there will be a choice of cultural activities, for example the theatre
25 or a concert, or you may prefer to relax at home and chat (in English, naturally!). Whatever you do, your teachers will be with you, acting as guides, tutors and friends.

4 __________
30 Some people just come for a week, and they are usually amazed by how much progress they make in such a short time. Others come for two, three, even four weeks. It's up to you. You can be sure of
35 one thing – we'll do our very best to give you a first-class experience and send you home thinking and dreaming in English!

10 Answer the questions.

1 The text says that students will be living 'as a family'. Give two examples from the text that illustrate this.
____

2 Which part of the day will be the most formal? What happens then?
____

3 What do you think 'a tailor-made course' means, in paragraph 2?
____

4 Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?
____

5 Imagine you joined a small group of students on a course like this. Think of three positive aspects, and three possible problems you might face.
____
____
____

6 Would you go on a course like this? Why/Why not?
____
____
____

Vocabulary

11 Complete the sentences with the words in bold in the text.

1 After Nasser completes his first degree, he's hoping to do a __________ degree.
2 Mariam is an excellent student. She gets top marks in __________ subjects like History, Arabic and Maths.
3 My brother has just left school. Now he's a university __________.
4 My cousin is an electrician. Instead of going to university, he did a __________ course at a local training college.

Writing

12 **You are going to write a formal letter to a university of your choice. You are applying for a course at university and you need to persuade the university that you are the best candidate. Discuss these points with a partner:**

- what you want to study
- why you want to study your chosen course
- how you are suitable (include grades)
- relevant interests
- how you are suitable for university life

13 **Plan your letter. Make notes.**

1 Introduction: say who you are and what course you are applying for.	
2 Talk about the subject and your interest in it.	
3 Talk about the activities that you do outside school, and say how they are relevant.	

14 **Now write your letter. Remember to write clearly and show confidence. Write 150–200 words.**

To whom it may concern,

I look forward to hearing from you about the next stage of my application.
Yours faithfully,

WHAT I CAN DO			
	Always	**Sometimes**	**Rarely**
1 I can replace words and phrases with vocabulary related to education.			
2 I can write a sentence using vocabulary related to education.			
3 I can complete sentences with the correct form of words.			
4 I can complete sentences with *body* idioms.			
5 I can complete sentences, using vocabulary related to studying and higher education.			
6 I can combine words to make collocations.			
7 I can complete sentences with collocations.			
8 I can complete paragraphs with university subjects.			
9 I can complete sentences with quantifiers, based on information found in a table.			
10 I can complete sentences to make indirect questions.			
11 I can formulate correct indirect questions.			
12 I can construct indirect questions from jumbled words.			
13 I can rewrite sentences in the impersonal passive.			
14 I can make predictions, using my critical-thinking skills.			
15 I can skim through a text to guess the meaning of words.			
16 I can identify true/false statements about a reading text.			
17 I can demonstrate my understanding of a text by answering questions.			
18 I can specify the correct headings for each paragraph in a reading text.			
19 I can write a blog post about memories of school.			
20 I can plan for and write a letter of persuasion, using polite language.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 8 Language

Vocabulary

1 **Replace the words and phrases in bold with the phrasal verbs from the box. One phrasal verb is not needed. The first one is done for you.**

> **carry out   come about   come up with**
> **get away with   grow up   leave out**
> **look at   ~~look into~~   point out**

1 Let's **investigate** the story and discover what really happened.
look into

2 I wish scientists would **think of** a way to prevent flu!

____

3 I was born in a small village, but I didn't **spend my childhood** there.

____

4 This Maths homework is difficult! Could you **show me** where I've gone wrong?

____

5 Before I can solve the problem, please tell me – how did it **happen**?

____

6 I need to **do** some research before I start my project.

____

7 Yaseen was not in the playground when the window glass was broken, so he will **not be blamed for** it.

____

8 **You don't have to include** your surname when you sign a friendly letter.

____

2 **Circle the correct phrasal verb. The first one is done for you.**

1 Can you ***point at / (point out)*** my mistakes when I speak, please?

2 The police will ***look at / look into*** the incident.

3 Adnan was late for the meeting, but he ***came up with / got away with*** it.

4 The results of the experiment which we ***carried out / left out*** yesterday were very interesting.

5 I hope I can ***come up with / come about*** a way of solving this puzzle.

Grammar

3 **Rewrite the sentences with phrasal verbs formed from the verbs in the box. One verb is not needed. The first one is done for you.**

> **come (x2)   find   leave**
> **look   point   ~~speed~~**

1 Ahmad should hurry or he'll be late.
Ahmad should speed up or he'll be late.

2 I thought of a great idea while I was swimming.

____

3 That's amazing news! How did you discover it?

____

4 That information is important. Don't omit it.

____

5 We'll drive past my old house. I'll show it to you.

____

6 It's a mystery how the mistake happened.

____

4 **Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may need to change the word order.**

her him it them

1 The class looked at **Omar** in admiration when he gave a speech.

____

2 How did you come up with **the plan**?

____

3 Did you leave **Fatima** out? Remember, she's invited.

____

4 I'll look up **the train times** online.

____

5 Farid and I are going to carry out **the class survey**.

____

6 We'll look into **your complaints**.

____

7 Fatima pointed **her sister** out to us and introduced us to her.

____

8 I don't think the robbers will get away with **the crime**.

____

Vocabulary

5 **Complete the sentences with the verbs in the box. Two verbs are not needed. The first one is done for you.**

affect blame ~~pop~~ prove punish recall spill

1 Don't let the baby play with the balloon; It might pop and frighten her.

2 The accident wasn't your fault. I don't __________ you at all!

3 Please be careful with your juice. Don't __________ it on the floor.

4 I'm afraid I don't __________ your name. Could you tell me again?

5 If you go to bed late, it will __________ your performance at school the next day.

6 **Complete the sentences to give a similar meaning. Use the correct form of the word in brackets. The first one is done for you.**

1 This book changed my way of thinking. (influence)
This book influenced me.

2 It was done accidentally. (purpose)
It wasn't ______________________________.

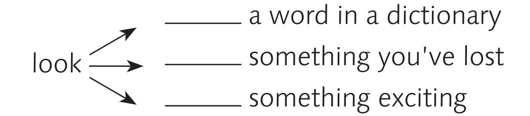
3 Who is in charge of these children? (responsible)
Who ______________________________?

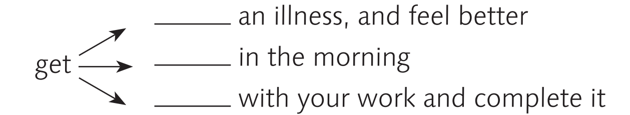
4 We had a great time. (experience)
It was ______________________________.

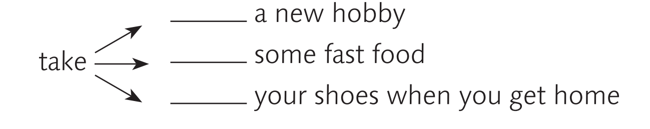
5 How are Jaber and Mahmoud related? (relationship)
What ______________________________?

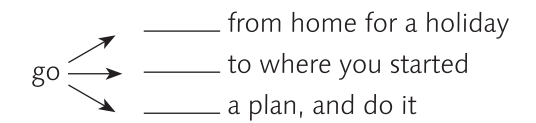
7 **Complete the phrasal verbs with words in the box. Use a dictionary if necessary.**

ahead with away (x2) back for forward to off on over up (x3)









Reading

8 **Read the article and answer the questions.**

What are they talking about?



It is fascinating to observe the way language is **absorbed** by a baby. He or she quickly learns to respond to certain sounds and words, for example 'mum' or 'dad'. Then, after a few months, the baby starts to try out **experimental** noises and **mimic** sounds. A one-year-old baby can probably say a few words – and certainly understands a lot more. After two years, many children have a vocabulary of about fifty words.

With twins, however, the story might be a little different. First of all, their development is sometimes slower. It is thought that this may be because some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other. Secondly, some twins seem to develop their own unique language. While this is not very common, it is certainly fascinating. They speak – and seem to understand – strange 'words' and sounds that nobody else can make out. This is known as 'cryptophasia'. Certainly, what they say isn't understood by anyone else, but is it really a language?

Although it is **tempting** to believe that these twins really do make up their own secret language, the truth is probably much simpler. Most experts think that as both children are experimenting with language at the same time, and both have been presented with the same sounds and **stimuli** since birth, they are very likely to recognise what the other one says. In other words, they are both developing their 'real' language at the same **pace** and making the same mistakes along the way.

1 According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?

____

2 The article suggests one reason for the slower language development of some twins. What is it?

____

3 What does 'cryptophasia' mean?

____

4 Do some twins really communicate with strange words and signs?

____

5 Do most experts believe that twins invent secret languages?

____

Vocabulary

9 **Read the article again and match the words in bold with their meanings. The first one is done for you.**

Adjectives	
1 attractive, desirable	tempting
2 part of an experiment	
Nouns	
3 things that make you interested	
4 speed	
Verbs	
5 copy, make the same sound	
6 received	

Grammar

10 Complete the following question tags. The first one is done for you.

1 You live in Zarqa, *don't* you?
2 They can't hear, ___________ they?
3 It's funny, ___________ it?
4 He has to go, ___________ he?
5 She went home, ___________ she?
6 I haven't won, ___________ I?
7 You won't be late, ___________ you?
8 He wasn't very well, ___________ he?

11 Rewrite the sentences in the passive. Use 'by' where necessary.

1 People speak Spanish in most South American countries, but they speak Portuguese in Brazil.

____

____

2 My mother taught me to read.

____

____

3 Fifty years ago, they hadn't invented smartphones.

____

____

4 Our teacher has already marked our exams, and now someone is checking them.

____

____

5 They have just discovered some books that people wrote 200 years ago.

____

____

Writing

12 You are going to write an article about the experience of learning a language for your school newspaper. Do some research. Interview three people who study two or more languages and make notes.

- What languages do they study?

____

- Where are the languages spoken? (e.g. in Italy, in Algeria)

____

- Who teaches them? (e.g. a school teacher, a tutor, a parent)

____

- Which one is the hardest? Why?

____

- Which one do they think is the most useful? Why?

____

13 Now write your article. Use your interviewees' recounts to construct an article for your school newspaper. Remember to write an interesting introduction and draw some conclusions. Write about 200 words.

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

Unit 9 The world of business

Vocabulary

1 **Complete the collocations with the verbs in the box. One verb is not needed. The first one is done for you.**

ask cause do earn join make (x2) shake

1 make a mistake
2 ________________ questions
3 ________________ hands
4 ________________ respect
5 ________________ a company
6 ________________ offence
7 ________________ small talk

2 **Complete the sentences with collocations from exercise 1. The first one is done for you.**

1 Be very careful when you answer the questions, and try not to make a mistake.
2 If you are polite, you won't ____________________ or upset anybody.
3 Before the serious discussion starts, we always ____________________; it's often about the weather!
4 Nasser has applied to ______________ the ______________ where his father works.
5 In business, when you meet someone for the first time, it's polite to ____________________.
6 After the talk, there will be a chance for you to ____________________ about anything you don't understand.
7 By working hard, you will ______________ the ______________ of your boss.

3 **Complete the sentences with the correct form of the words in brackets. The first one is done for you.**

1 Before you apply for a job, check that you have the correct qualifications. (qualify)
2 The company is pleased with your work and is happy to give you a ____________. (recommend)
3 Congratulations on a very ____________ business deal. (succeed)
4 We should always be ready to listen to good ____________. (advise)
5 My father often talks about what he did in his ____________. (young)
6 It's important to have an ____________ of different countries' customs. (aware)

4 **Complete the explanations with words from the box. One word is not needed.**

compromise conflict negotiate patient prepared previous track record

1 When you talk about business and try to do a deal, you ____________.
2 When you are ready for something, you are ____________ for it.
3 When you can prove that you have experience, you have a ____________.
4 When two sides disagree and argue, there is ____________.
5 When each side changes their position a little so that they can agree, they have managed to ____________.
6 When you stay calm and take your time, you are being ____________.

Grammar

5 **Complete the sentences with words from the box. The first one is done for you.**

had (x2) hadn't ~~if~~ only wish

1 I couldn't understand anything. If only I'd studied Chinese!
2 Ibrahim was right and I was wrong. I wish I __________ listened to him.
3 I __________ I'd known more about the company. If __________ I'd done some research!
4 I am very hungry! I wish I __________ eaten before I went to the conference.
5 I regret the deal now. I wish we __________ done it.

6 **Read the situations and complete the sentences. The first one is done for you.**

1 Sultan forgot to do his Science homework.
If only he hadn't forgotten to do it.
2 I regret going to bed late last night.
I wish I ______________________________ earlier.
3 Nahla could not find her way round the city very easily. If only she ____________________ a map.
4 Oh no! I've forgotten my library book. I left it at home.
I wish I ______________________________.
5 Our team didn't play very well yesterday.
If only they ______________________________ better.

7 **Rewrite the underlined sentences using *I wish* and *If only*. The first one is done for you.**

1 I didn't bring a coat, and now I'm cold.
If only I'd brought a coat.
I wish I'd brought a coat.
2 We didn't get up earlier, and now we're late.
____
____
3 I feel ill because I ate so many sweets.
____
____
4 Fadi keeps losing his wallet. He should be more careful.
____
____
5 Huda was too busy yesterday. She wasn't able to come.
____
____
6 I've broken my watch because I dropped it.
____
____

8 **Rewrite the sentences with the words in brackets.**

1 Samia regrets being angry at breakfast time. (if only)
____
____
2 If only I had concentrated properly in class today. This homework is really difficult. (wish)
____
____
3 Nader should have been more careful with his essay. He didn't get a good mark. (wish)
____
____
4 I wish I had learnt English better when I was younger. (if only)
____
____

Reading

9 **Read the following web page and complete it with the missing sentences a–g. There is one sentence you do not need.**

a Will you read it word by word, use notes or memorise it?

b Do you know when it was developed, and where it is produced?

c Instead, look round the room and make eye contact with your audience.

d For example, thank your hosts for allowing you to speak to them, and compliment their company.

e That's why you need to be well-prepared!

f Why is your product superior to others and why does it have better value?

g What makes your product perfect for them?

business-today/sales/how-to-make-a-sales-pitch

Whether you're selling a new type of toothpaste to a chain of pharmacies, the latest computer software to a school or a new kind of package holiday to a travel agency – you need to know …



How to make a sales pitch

1 Do your research

Don't come away from a sales pitch wishing you had been better prepared. It is essential to know everything about your product. (1) ________ You also need to know who the target market is – for
5 example, the age group or income of the people who might buy it. Not only that, you should know all about the competition – that is, similar products on the market. (2) ________

In addition, you should know exactly which people you are speaking to, and what their needs are. For example, if they represent a middle-class department store in a humble neighbourhood, be ready
10 to explain why your particular product would suit customers who do not have lots of money. (3) ________

Most of all, you need to believe in what you're selling, and the best way to do that is to use it!

2 Prepare and practise

Plan your presentation carefully, not just what you will say, but how you will say it. (4) ________
15 Whatever you decide, it is always a good idea to have a list of your main points, in case something interrupts you, or you simply freeze with nerves (it happens!).

Then practise it, if possible in front of colleagues. Make changes and practise it again.

3 Be professional

Keep your presentation short and simple. Start with some friendly comments. (5) ________
20 Remember to speak slowly and clearly. It is important to appear confident (even if you're nervous!). While you're speaking, don't keep your head down. (6) ________ Smile!

When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!).

Finally, have a summary of your presentation ready to hand out at the end of the session.

25 I wish I had known all this when I started out in business! Good luck!

Vocabulary

10 Find the expressions 1–5 in the text, then match them with their meanings.

1 package holiday ___
2 sales pitch ___
3 target market ___
4 age group ___
5 department store ___

a people who are identified as possible customers
b a set of people of similar age
c a large shop that sells many different types of things
d a presentation made by someone who is trying to sell a product
e an organised trip with everything included in the price (travel, accommodation, food)

Grammar

11 Complete the sentences using the correct form of the following prompts. The first one is done for you.

be older **have a camera with me**
~~**live in a big house**~~
not have a headache
not be so far away
like the same things

1 Our flat is very small.
If only we lived in a big house.
2 Jaber isn't old enough to drive a car.
He wishes he
_______________.
3 My brother and I never want to watch the same TV programme.
I wish we _______________.
4 I'm looking at a beautiful view, and I'd love to take a photo.
If only I _______________.
5 My cousins don't live near here.
I wish they _______________.
6 I want to go out this afternoon, but I don't feel well.
If only I _______________.

Writing

12 Imagine you work for a travel company that specialises in package holidays in Jordan. First, design your package holiday, which should include a variety of locations. Make notes.

1 Who are your target customers? (Jordanians? Foreigners? Both?)
____
2 How long does the holiday last?
____
3 Where is it based? (one place or several?)
____
4 What is included?
____
5 What is there to do and see?
____
6 What is the accommodation like?
____
7 How much does it cost?
____
8 Why is it the best holiday on the market?
____
9 Add your own ideas.
____

13 Prepare an e-presentation about your holiday, and present it to your partner.

14 Now imagine you took your partner's holiday. Write a review of it in about 100 words.

____
____
____
____
____
____
____
____
____
____
____
____

WHAT I CAN DO

		Always	Sometimes	Rarely
1	I can use phrasal verbs correctly in sentences.			
2	I can complete sentences with new vocabulary words.			
3	I can rewrite sentences, using specific clues.			
4	I can distinguish between different phrasal verbs.			
5	I can select words from a text to match them with their meanings.			
6	I can combine words to make collocations.			
7	I can complete sentences with collocations.			
8	I can complete sentences with the correct form of words.			
9	I can identify the meaning of expressions from their context.			
10	I can rewrite sentences, using phrasal verbs.			
11	I can use pronouns with phrasal verbs correctly.			
12	I can complete sentences, using question tags.			
13	I can rewrite sentences in the passive form.			
14	I can complete and rewrite sentences to express wishes and regrets.			
15	I can carry out an e-presentation about a package holiday.			
16	I can demonstrate my understanding of a text about the language of twins by answering questions.			
17	I can complete a web page article with the missing information.			
18	I can plan for and write an article for my school newspaper.			
19	I can prepare a package holiday by writing down notes.			
20	I can write a review of my partner's holiday.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 10 Career choices

Vocabulary

1 Complete the sentences with words or phrases from the box. One word or phrase is not needed. The first one is done for you.

career ~~headphones~~ interpret seminar regional rewarding translation

1 Please listen to the music through headphones, so that you don't disturb anybody.
2 I have just read a ____________ of a book by a Japanese author.
3 In the UK, there is a central government, but there are also ____________ councils around the country.
4 My uncle is fluent in several languages. He is often able to ____________ for us during conversations with foreigners.
5 Nada made a successful presentation at a ____________ in Irbid last month.
6 Doing volunteer work can be a very ____________ experience.

2 Circle the correct words.

1 Ali is thinking of ***having / taking*** a course in Agriculture.
2 I get a feeling of ***satisfaction / secure*** after a hard day's work.
3 Make sure your online passwords are ***secure / rewarding***.
4 In order to work in finance, you need to be a very ***successful / responsible*** person.
5 My friend has just got a ***job / work*** at our local bank.
6 After a long ***agreement / meeting***, we managed to do a deal.

3 Complete the sentences with the correct prepositions from the box. One preposition is not needed.

about (x2) as at in into on

1 Would you like to work _____ a teacher in a big school?
2 We need to decide _____ a place to meet.
3 Can you translate this Arabic quotation _____ English for me, please?
4 I'd like to talk _____ the film I've just seen; it was brilliant!
5 The teacher asked us _____ our favourite books.
6 My sister is really good _____ drawing and painting.

Grammar

4 Complete the sentences with the correct form of the verbs in brackets. The first one is done for you.

1 If you arrive at the station on time, we will be there to meet you. (arrive/be)
2 Nasser __________ out with us tomorrow unless he __________ help his father. (come/have to)
3 I __________ you with your homework, as long as you __________ me with mine! (help/help)
4 Provided that it __________, we __________ a picnic next week. (not rain/have)
5 If you __________ the prize, how __________ you __________ the money? (win/spend)
6 Even if Omar __________ his driving test this afternoon, he __________ his own car. (pass/not have)

5 Circle the correct word in italics, and complete the sentences with the correct form of the verb in brackets. The first one is done for you.

1 *When* / *Unless* you heat water to 100°C, it boils. (heat)

2 You will not pass your exams ***as long as / unless*** you ____________ hard. (study)

3 ***If / Unless*** you ____________ the plants, they will die. (not water)

4 Do you usually go home or meet your friends ***when / provided that*** school ____________? (finish)

5 Your new computer will last a long time ***as long as / even if*** you ____________ careful with it. (be)

6 Join the sentence beginnings 1–5 with their endings a–e, using the words in **bold**.

1 During Ramadan, we eat	**if** **when** **even if** **unless** **provided that**	**a** it's closed.
2 I'll phone you		**b** we're tired.
3 We'll go to our favourite restaurant on Friday		**c** it's part-time – I haven't finished my university studies yet.
4 I will take the job offer		**d** the sun sets.
5 We have to go to school,		**e** I miss the bus so that you pick me up.

7 Tick the correct sentences. Rewrite the wrong ones with words from the box. The first two are done for you.

even if if unless when

1 Ice cream melts **when** it gets warm. ✓ ____________

2 We need umbrellas **unless** it rains. ☐ We need umbrellas when it rains.

3 The teacher will be pleased **unless** I write a good essay. ☐ ____________

4 Our team will celebrate **if** they win the match. ☐ ____________

5 **Provided that** everyone works hard, we'll all pass our exams. ☐ ____________

6 Babies are usually happy **as long as** they're hungry or cold. ☐ ____________

7 We should always be polite **unless** we feel tired. ☐ ____________

8 Complete the sentences with your own ideas. Use the zero or first conditional.

1 When I get home from school, I usually ____________

2 Unless we're given a lot of homework tonight, ____________

3 If there's something I don't understand, I usually ____________

4 Even if I'm tired tonight, ____________

5 As long as I have enough money, ____________

6 Provided that my parents agree, ____________

Reading

9 Read the interview and complete the missing phrases. One phrase is not needed.

a although I sometimes wish I hadn't chosen that subject
b but they weren't in the same year
c and send out further information to possible clients
d which are a kind of apprenticeship
e because computer skills are essential
f I'll have to prepare really carefully
g watching what they were doing
h and of course it looks great on my curriculum vitae

Stepping into the business world

Business Studies is a popular choice for students who are choosing a degree course in the UK. After graduating, some go on to further study, but most of them take up
5 employment. Many large companies offer graduate training schemes, (1) ____. We went to meet twenty-two-year-old Ricky Miles, who is about to graduate in the subject.
10 *How long have you been studying Business Studies, Ricky?*
It's a four-year course, including two periods of work experience. Each one lasted six months, (2) ____.
15 *What exactly have you studied over those four years?*
Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, **Marketing** and Sales, too. I also did a
20 course in Management, which is about **recruiting** and managing staff, and how to deal with conflict, and a course in Advertising. We all had to do IT, too, (3) ____.
25 *What did you most enjoy about the degree?*
The work experience, definitely. I learnt so much, both times, (4) ____. One of the companies offered me paid work last summer, so I managed to get even more
30 experience that way. Also, I wouldn't have had much money last year if I hadn't had that job!
What kind of company was that, and what did you do there?
35 It was a company that provides financial products – savings and **pensions**, mostly. At first I just 'shadowed' different people, (5) ____. Then I did quite a lot of checking for them – you know, checking their
40 **calculations**. When I went back in the summer, I was in the sales department. My job was to follow up **web enquiries**, (6) ____. I enjoyed it, and I wouldn't have had that opportunity if I hadn't done the
45 work experience first.
What are you planning to do next?
I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants.
50 I'll just have to wait and see if I get an interview. If I do, (7) ____.

10 Read the text again and answer the questions.

1 What is the name of Ricky's degree?
____

2 How did he spend a quarter of his time as a student?
____

3 What kind of company did he work for last summer, and what was his job?
____

4 What is he waiting to find out?
____

5 Would you like to do the same kind of degree course as Ricky? Why/Why not? Write two or three sentences.
____
____
____

Vocabulary

11 Match the words in bold in the text with their meanings.

1 money you save over your lifetime to pay for your old age: ____________
2 online questions: ____________
3 maths; work with numbers: ____________
4 finding suitable employees: ____________
5 promoting your product; finding customers: ____________

Grammar

12 Rewrite the advice, using the words in brackets. The first one is done for you.

1 You should practise the presentation several times. (if)
If I were you, I'd practise the presentation several times.

2 It would be a good idea for you to make a list of questions. (could)

____

____

3 You ought to get some work experience. (why)

____

____

4 You shouldn't look too casual. (If)

____

____

5 You should do a lot of research. (would)

____

____

13 Read the situations and complete the sentences with the third conditional, using the word in brackets. The first one is done for you.

1 Saeed left his camera at home, so he wasn't able to take pictures of the parade. (could)
If Saeed hadn't left his camera at home, he could have taken pictures of the parade.

2 I had a headache yesterday, and I didn't do well in the Maths test. (might)

____

____

3 I didn't know your phone number, so I wasn't able to contact you. (could)

____

____

4 You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd. (might not)

____

____

5 I worked really hard the day before the exam. I got top marks. (might not)

____

____

Writing

14 You are going to write a guide for students who will start Grade 12 next year. Make sure you tell them what they should do to be successful, and what it would be a good idea for them to do. Add any useful advice you can think of.

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

WHAT I CAN DO

		Always	Sometimes	Rarely
1	I can complete sentences with vocabulary words related to careers.			
2	I can complete sentences with the correct prepositions.			
3	I can identify the meaning of words from a text.			
4	I can complete conditional sentences with the correct form of the verbs.			
5	I can formulate correct conditional sentences.			
6	I can check whether sentences have correct conditional words.			
7	I can complete conditional sentences with my own ideas.			
8	I can rewrite pieces of advice, using specific clues.			
9	I can write conditional sentences about certain situations.			
10	I can complete an interview with the missing information.			
11	I can demonstrate my understanding of a text by answering questions.			
12	I can write a guide for students who will start Grade 12 next year.			

Total number of ticks		
Always	Sometimes	Rarely

Revision B

Reading

1 **Read the first part of a conversation about studying abroad and decide whether these statements are true or false. Correct the false statements.**

Saeed: Excuse me, Mr Williams. I'm interested in knowing how the university system works in the UK. I mean, how do you apply?
Mr William: Are you thinking of going to a British university?
Saeed: No, I don't think so, but my cousin might.
Mr William: I see. Well, it's quite a long process actually. The first thing is, you look for courses that you like – you can get all the information you need online but it's best to go and visit the actual universities, of course. They have official open days, but you can arrange to go any time really.
Saeed: Hmmm, and what qualifications do you need?
Mr William: That's one of the things you will find out when you do your research. It's different for each university, and each course. However, international students like your cousin have to prove that their English is good enough.
Saeed: How do they do that?

1 Saeed is planning to apply to a British university.

____

2 You are only allowed to visit universities on specially-arranged days.

____

3 Everyone applies online through the same website.

____

Listening

2 **Listen to the rest of the conversation and answer the questions.**

1 What level is required for international students to pass the language test?

____

2 How many courses can you apply for?

____

3 Universities can reply to applications in three different ways. What are they?

____

3 **Put the events in the correct order. Write 1–6.**

apply online	☐	do research	☐
do your exams	☐	get replies	☐
get your results	☐	choose a course or courses	☐

Speaking

4 **Find out about how to apply to university in Jordan. List the main stages in the application process. Discuss with a partner.**

Grammar

5 **Choose the correct option, a, b, c or d.**

1 If Huda ______ ill yesterday, she wouldn't have missed the exam.
a wasn't **b** hadn't been
c hasn't been **d** hadn't

2 I haven't got as much homework ______ my brother.
a so **b** than **c** as **d** like

3 I couldn't climb Mount Everest ______ someone carried my equipment for me!
a even if **b** as long as
c provided that **d** when

4 That's a great idea. How did you come ______ it?
a up with **b** up to **c** up in
d on with

6 **Rewrite the sentences with the words in brackets.**

1 I wish I'd done more revision. (if only)
____
____

2 There's less information on the website than there is in the book. (as much)
____
____

3 The police are investigating the cause of the accident. (look into)
____
____

7 **Complete the sentences so that they mean the same as the ones above them.**

1 Where's the post office, please?
Do you mind ______________________?

2 They say that fish is good for the brain.
Fish ______________________.

3 You shouldn't worry so much.
If I ______________________.

4 The cheapest thing on the menu is orange juice.
The least ______________________.

8 **Circle the correct word from each pair of words to complete the sentences.**

1 That exam wasn't very difficult, ***wasn't / was*** it?

2 If my father had gone to university, he ***can / could*** have been a teacher.

3 Jameel might not have become a musician if his parents ***haven't / hadn't*** encouraged him.

4 Which words did you need to look ***up / over*** in a dictionary?

5 Jaber looked as ***if / only*** he hadn't slept very well.

9 **Complete the sentences with the words in the box. One word is not needed.**

further **later** **least** **less** **longer** **much**

1 My sister doesn't eat as ______________ as I do. She always puts ______________ on her plate than I do.

2 I'm tired today because I went to bed ______________ than usual last night.

3 I didn't enjoy the book. In fact it was the ______________ interesting story I've ever read.

4 The bus is late. We'll have to wait a little ______________.

Vocabulary

10 **Match the definitions with the words in the box. One word is not needed.**

proficiency **vocational** **look into** **negotiate** **recall** **spill**

1 relating to an occupation: ______________

2 discuss in order to come to an agreement: ______________

3 skill, experience: ______________

4 remember: ______________

5 investigate: ______________

Writing

11 **Choose four words from the box and write a short paragraph about education.**

come about **come up with** **compulsory** **concentration** **optional** **stable** **tuition**

____
____
____
____
____
____
____

Literature spots A and B

Literature spot A

I Remember, I Remember

Comprehension

1 Read lines 3–6. What rhetorical device does the poet use to describe the sun? Quote any other examples of this device from the poem.

____
____
____
____
____

2 Read line 19. The word *rush* is an example of onomatopoeia. Are there any other examples of onomatopoeia within the poem?

____
____
____
____
____

Writing

3 Make notes about memories you have of your early childhood. Do you miss being a small child? Do you have any regrets?

____
____
____
____
____

All the World's a Stage

Vocabulary

1 Put these vocabulary items under the headings **1–4**. They do not have to go with the 'correct' person from the speech, but they should be appropriate.

mewling puking whining creeping bearded lean shrunk wise severe slippered shining childish

1 a schoolboy	
2 a middle-aged man	
3 a baby	
4 an old man	

2 Add some of your own adjectives to describe the above stages of life **1–4**.

1 ______________________________
2 ______________________________
3 ______________________________
4 ______________________________

Writing

3 In your notebook, write a descriptive essay of yourself at different stages in your life. Remember to use rhetorical devices and consider your audience.

The Old Man and the Sea

Analysis

1 The story of *The Old Man and the Sea* tries to teach us about the relationship between humans and nature. Find three quotations in the text to support this.

____
____
____
____
____

Writing

2 Think about the story from Manolin's point of view. How do you think he feels when his friend is out at sea? In your notebook, write Manolin's diary on the night that Santiago does not return.

Literature spot B

A Green Cornfield

Analysis

1 Rhyming words occur at the end of lines and in a pattern. The pattern is called a rhyme scheme. Describe the rhyme scheme in this poem.

____
____

Writing poetry

2 You are going to write your own poem based on nature. Think of a time you saw an animal in the wild, and write notes about it in the appropriate boxes below.

What I saw	
What I heard	
What I felt	
What I did	

3 Write your poem in your notebook. You do not have to give your poem a rhythm like the one in *A Green Cornfield*. However, it should be either four or eight lines long, and you should try to use the same rhyme scheme as the poem.

Around the World in Eighty Days

Analysis

1 Read lines 8–22. Making specific reference to these lines, compare and contrast the characters of Sir Francis and Phileas Fogg. Comment on the things they say and do. Remember to quote from the text.

____
____
____
____
____
____
____
____
____
____
____
____

Writing

2 Read the extract from *Around the World in Eighty Days* again. Write two diary entries by Phileas Fogg; one from the beginning of his journey and one from the end. Think about how his character might have changed by the end of the journey. Write about 100 words for each entry in your notebook.

Test A (Modules 1–3)

LISTENING (10 marks)

Listen to a news item about three-dimensional printing and medical advances. Answer the following questions.

1 What have 3D printers been used to produce?

___

2 Why will they be used in medicine?

___

3 What have scientists been working on?

___

4 Who will benefit from the whole organs that will be printed in the future?

___

5 Has the technology had any success so far?

___

READING (20 marks)

Read the following text carefully, and then answer all the questions that follow.

A There are five medical schools in Jordan, each one based at a university. All five schools offer a six-year programme, which is designed to produce top-quality doctors.

5 **B** For the first three years, the students follow a programme of academic study, which includes compulsory, as well as elective courses. These first three years are known as the 'pre-clinical stage'.

10 **C** Years four, five and six, or the 'clinical stage', are much more practical, although there is still plenty of theory too. The students spend time in different hospital departments. At this stage, the students deal with patients 15 directly, all the time being supervised by senior doctors.

D The final assessment is a very thorough series of written and practical examinations. Successful students are awarded a Bachelor 20 of Medicine and Surgery degree.

A Decide if these sentences are true or false. Correct the false sentences. (10 marks)

1 The medical schools in Jordan are based at five different universities.

___

2 Some courses during the first three years are optional.

___

3 During the clinical stage, students spend all of their time on their practical skills in hospital departments.

___

4 Students deal with patients from the very beginning of their course.

___

5 The tests at the end of the course are practical examinations.

___

B The text has four paragraphs. In which paragraph (A–D) can you find information about the following? (5 marks)

1 the form that the final exams take: ___

2 the length of a medical degree: ___

3 the content of the second half of a medical degree: ___

4 the name of the stage before the clinical stage: ___

5 the name of the degree that students receive if they succeed: ___

C Complete the following summary with words from the text. (5 marks)

There are five medical schools in Jordan. They all follow the same six-year programme. In the first half, known as the (1) ___ ___, students have to take certain courses and can choose others. In the second half, which is the (2) ___ ___, besides continuing to study theory, students spend time practising in different hospital (3) ___. (4) ___ ___ guide the students in dealing with the patients. Throughout the period of study, students are (5) ___ in different ways.

USE OF ENGLISH (20 marks)

A Complete the text with the correct form of each word in brackets. You may need to use more than one word to fill in the gaps. (10 marks)

a The bullet train or Shinkansen is a high-speed rail system that (1) ___________ (serve) as the core of Japan's rail transportation network. Shinkansen (2) ___________ (link) the major cities of Japan since it (3) ___________ (first introduce) in 1964 CE. At the moment, the network (4) ___________ (expand) with newer, faster and more environmentally-friendly trains navigating through the country's mountains.

b The London Underground, which (5) ___________ (know) as *The Tube*, is one of the most famous underground rail systems in the world. *The Tube*, which (6) ___________ (get) its name from the shape of the system's tunnels, (7) ___________ (serve) commuters since 1863 CE. It is also one of the biggest networks, as it (8) ___________ (currently run) over 408 km and 275 stations across London. There are plans to build at least 10 more stations in the near future!

c The Shanghai Maglev Train is one of the fastest trains in the world; its speed (9) ___________ (record) as 431 km per hour! The train takes only seven minutes and 20 seconds to bring travellers from Pudong International Airport to Longyang Road Station, which (10) ___________ (be) about 30 km away.

B Read the text and complete it using the correct form of the words in capitals at the end of each line. (10 marks)

Amazing (1) ___________ advances are constantly taking place in these days of technological and scientific	MEDICINE
(2) ___________. Many people expect instant cures, and prefer to get a	DISCOVER
(3) ___________, but it is worth remembering that our immune systems can fight	PRESCRIBE
(4) ___________ and diseases on their own, too.	INFECT
Research has been done to find out why some people survive cancer. One hundred people who had survived a serious (5) ___________ were	DIAGNOSE
interviewed twelve years after they had been diagnosed. The (6) ___________ of the study	INTEND
was to discover if there was anything in common with the ways in which they had acted after their diagnosis. They had all used different treatments such as (7) ___________,	SURGEON
radiotherapy, acupuncture and special diets. What they all had in common, however, was a strong (8) ___________	BELIEVE
that what they were doing would be (9) ___________.	SUCCEED
This survey has limited (10) ___________, but one	CONCLUDE
thing it shows is that a positive attitude *can* help your immune system to work.	

SPEAKING (10 marks)

You have decided to try to get elected as class captain this year. Here are some issues you might find important:

mobile phones homework sports behaviour after-school clubs school trips

Talk to your partner about these issues, saying which ones you think are important and which ones are not important. Then arrive at a decision and say which you have chosen and why.

WRITING (10 marks)

Your friend in Egypt has asked you to help with a project about art and artists in Jordan. In your notebook, write a report of about 150 words telling him or her about the country's artistic and cultural heritage.

Test B (Modules 4–6)

LISTENING (10 marks)

Listen to a radio programme about a university in the Arab world. Answer the following questions.

1 What three things is the university notable for?

____

2 Who was the founder of the university?

____

3 Name four subjects that were taught when it opened.

____

4 What important mathematical development may have originated there?

____

5 What does the teaching focus on in the twenty-first century?

____

READING (20 marks)

Read the following text carefully, and then answer all the questions that follow.

World Memory Championships

A The World Memory Championship is an annual three-day event that has been held in different locations all over the world since 1991 CE. There are ten contests, each one testing different uses of short-term memory. (5)

B The contests include listening to numbers spoken out loud and then recalling them (the world record is 364), memorising a sequence of abstract images in fifteen minutes (the world record is 492), memorising lists of words, etc. A German man achieved a world record of 501 numbers in random order during the 2013 CE championship. At the same event, a Welsh man managed to recall 224 random words, after he had studied them for only 15 minutes. (10, 15)

C In 2001 CE, the interval between the numbers was shortened from two seconds to one. Even with this change, the records still reveal great achievements. The slogan on the World Memory Championships says 'Human Potential is Infinite'. With the evidence of the championships' results, perhaps that is true. (20)

A Match the sentence beginnings 1–5 with their endings a–e. (10 marks)

1 The championships have different contests ______
2 A man from Germany ______
3 A man from Wales ______
4 The interval between numbers ______
5 The results of the championships ______

a was shortened from two seconds to one in 2001 CE.
b remembered 224 random words.
c could remember 501 numbers in random order.
d prove the infinite human capacity.
e for different uses of short-term memory.

B The text has three paragraphs. In which paragraph (A–C) can you find information about the following? (5 marks)

1 the kinds of contests that the championships involve: ______
2 the year of the first World Memory Championships event: ______
3 the slogan of the World Memory Championships: ______
4 the duration of the championships: ______
5 a world record in the 2013 CE championship: ______

C Complete the following summary with words from the text. (5 marks)

The World Memory Championship is an (1) ______________ that is held every year. It has different contests which test (2) __________-__________ memory. World (3) ______________ have been broken by participants of different nationalities. The (4) ______________ are becoming greater every year. This championship proves how limitless human (5) ______________ is.

USE OF ENGLISH (20 marks)

A Choose the correct word to complete the following text.

Learning a second language has many benefits. It can help us in the following ways: Firstly, it improves the memory and heightens creativity. (1) ***However / Secondly***, it increases cognitive health later in life. Thirdly, it enhances mental flexibility. What is remarkable, though, (2) ***is / was*** that high communicative ability can still (3) ***be / would be*** found in people who do not have any spoken language at all.

Several decades ago, there was great media attention on a deaf man who could not communicate by either sign language or spoken language, and yet (4) ***is / was*** able to show high brain function and recognition skills. He found other ways to communicate, such as giving objects to people or using facial expressions to show that he needed something. His methods of communication were basic but very effective, and his intelligence is thought (5) ***will / to*** be at least as high (6) ***as / like*** an average speaking person. Despite (7) ***it / this***, attempts to teach him either sign language or basic speech were all unsuccessful. We could ask what might have happened if he (8) ***is / had been*** taught these skills earlier in life.

So, scientists are now asking (9) ***what / how*** this means for those of us who find language learning difficult. Should we carry on, or is it enough to focus instead on becoming expert communicators? Both personal attributes are valuable in the workplace – as (10) ***many / much*** as they are in life!

B Read the text and complete it using the correct form of the words in capitals at the end of each line. (10 marks)

Entrepreneur: A word meaning someone who sets up a business. In the Middle East today, entrepreneurship is (1) ____________ important among young people, because of the	PARTICULAR
(2) ____________ job market. It is important to give young	COMPETE
people the (3) ____________ so that they can help themselves.	KNOW
If they cannot find jobs, they can create their own and then, (4) ____________, generate jobs for others.	IDEAL
(5) ____________ have been set up to guide young people through the process of	ORGANISE
business (6) ____________. There are training courses and programmes to support this cause. Universities in the region have started	CREATE
(7) ____________ entrepreneurship courses to students. Even large	TEACH
(8) ____________ now support young entrepreneurs.	BUSINESS
The common philosophy is as follows: give young people the opportunity to create their own companies so that they can have control over their own (9) ____________	ECONOMY
futures. In the Middle East, it is a (10) ____________ learning experience for young people.	CRITIC

SPEAKING (10 marks)

You are choosing a university to attend next year. The following are aspects of a university to consider.

teaching quality   subject choice
beautiful university grounds
extra-curricular activities   distance to home

Talk to your partner about which of these you find important when making a choice about university. Finally agree on two aspects that you would definitely consider when choosing a place of further education.

WRITING (10 marks)

You have just returned from a careers fair at a university. Write a review of the event, describing it and giving your opinion. Write around 150 words in your notebook.

Grammar notes

Module 1

UNIT 1

Revision of the tenses

The Present Simple

- We use the Present Simple to talk about
  1 something that is true in the present.
  2 things that are always true.
  3 things that happen as a routine in the present.
  4 scheduled or fixed events in the future.
- We use adverbs of frequency with the Present Simple.

The Present Continuous

- We use the Present Continuous
  1 to talk about something that is happening at the moment of speaking.
  2 to describe something temporary.
  3 for actions that happen repeatedly in the present. We use it with *always*.
  4 to talk about the future, where something has been planned.

The Present Perfect

- We use the Present Perfect to
  1 talk about something that was true in the past and continues to be true in the present.
  2 discuss our experience up to the present.
  3 talk about an action that happened in the past but the consequences of which are important in the present.
  (I've lost my keys.)
- We do not use adverbial past time markers, such as *yesterday*, with the Present Perfect. We use adverbial time markers that relate to the present, such as *today*, *this week* or *this month*.

The Present Perfect Continuous

- We use the Present Perfect Continuous to talk about
  1 something that began in the past and continues in the present.
  2 an action repeated many times from the past until the present.
  3 a longer action recently finished the results of which are visible in the present. *(I've been painting the house. That's why I have some paint on my clothes.)*
  4 when an action (still occurring in the present) started. We use it with *since*.

The Past Simple

- We use the Past Simple to
  1 talk about something that started and finished in the past.
  2 describe a routine in the past.
  3 talk about something that was true for an extended period of time in the past. In this case, we use it with a time phrase.

The Past Continuous

- We use the Past Continuous to
  1 talk about something which was happening before and after another action in the past.
  2 show that something happened for a long time in the past.

The Past Perfect

- We use the Past Perfect to talk about actions that happened before a specific moment in the past.

The Future with *will*

- We use *will* to talk about the future if we are predicting it without evidence.
- We use it to express spontaneous decisions.
- We can use it with *perhaps*, *probably* and *maybe*.
- We can also use it with *I think* and *I hope*.

The Future with *going to*

- We use *going to* to talk about
  1 future plans. It does not have to be for the near future.
  2 predictions that are based on evidence.

Reported speech

- When we need to report what someone said, as opposed to writing direct speech, the tenses change as follows:

Tense in direct speech	Tense in reported speech
The Present Simple *I'm a teacher.*	The Past Simple *He said he was a teacher.*
The Present Continuous *I'm having lunch with my parents.*	The Past Continuous *She said she was having lunch with her parents.*
The Present Perfect *I've been to France three times.*	The Past Perfect *He said he had been to France three times.*
The Present Perfect Continuous *I've been working very hard.*	The Past Perfect Continuous *He said he had been working very hard.*
The Past Simple *I bought a new car.*	The Past Perfect *He said he had bought a new car.*
The Past Continuous *It was raining earlier.*	The Past Perfect Continuous *She said it had been raining earlier.*
The Past Perfect *The play had started when I arrived.*	The Past Perfect *NO CHANGE POSSIBLE*
The Past Perfect Continuous *I'd already been living in London for five years.*	The Past Perfect Continuous *NO CHANGE POSSIBLE*

- In most cases, all the verb tenses in a sentence change in reported speech, except when we want to avoid ambiguity.
  'You should only connect to people you know well.'
  He said that you should only connect to people you know well. (If we use *knew*, the sentence might refer to people that you used to know well in the past.)
- When we need to report the pronoun *you*, we change it into *we* or *they* if it's plural, and *I* or *he/she/it* if it's singular.

Module 2

UNIT 2

be used to

- We use *be used to* (+ noun, pronoun or verb in the *-ing* form) to describe things that are familiar or customary.
  *We've lived in the city a long time, so we***'re used to the traffic***.*
  *I didn't like getting up early, but I***'m used to it** *now.*
  *She's lived in the UK for a year. She***'s used to speaking** *English now.*

used to

- We use *used to* (+ infinitive) to describe past habits or past states that have now changed.
  My mother **used to buy** *my clothes, but now I choose my own.*
  She **used to be** *a teacher, but now she's retired.*
  I **used to like** *cartoon films when I was younger. These days I prefer action films.*

The Past Perfect Continuous

- We use the Past Perfect Continuous (*had been* + main verb in the *-ing* form) to talk about actions or situations that were happening up to a specific moment in the past.
  Ali **had been thinking** *about his friend when he received a text from him.*
  By the time the bus arrived, we **had been waiting** *for an hour.*

UNIT 3

The Future Continuous

- We use the Future Continuous (*will* + *be* + main verb in the *-ing* form) to talk about a continuous action in the future.
  This time next year, they **will be preparing** *for their final exams.*
  What **will** *we* **be doing** *in ten years' time?*

The Future Perfect

- We use the Future Perfect (*will have* + past participle) to talk about an action that will be completed by a particular time in the future.
  By 2019 CE, the new motorway **will have opened***.*
  We're late! By the time we get to the station, the train **will have gone***.*

Module 3

UNIT 4

Cleft sentences

- A cleft sentence is a complex sentence (one with a main clause and a dependent clause). We can usually express the meaning of a cleft sentence with a simple sentence. It is called 'cleft' sentence because there are two parts to the sentence.
- We use cleft sentences in order to emphasise certain pieces of information.
- We join the most important piece of information to a relative clause, often with *who*, *where* or *that*.
- We can start cleft sentences with the following phrases, among others:
  The thing that …
  The person who …
  The time when …
  The place where …
  The way in which ...
  It …

- When we begin a cleft sentence with *It*, the relative clause usually begins with *that*.
  Huda won the prize for Art last year.
  ***The person who** won the prize for Art last year was Huda.*
  ***The prize that** Huda won last year was for Art.*
  ***It was last year that** Huda won the prize for Art.*
  The Olympic Games were held in London in 2012 CE.
  ***It was in 2012 CE that** the Olympic Games were held in London.*
  ***London was the place where** the Olympic Games were held in 2012 CE.*
  ***The event that** took place in London in 2012 CE was the Olympic Games.*

Relative clauses

Defining relative clauses

- Defining relative clauses are used to identify which particular person, place or thing is being talked about. The defining relative clause is usually connected to the main clause by a relative pronoun such as *who*, *which*, *that*, *where* or *when*. We use *who* (and sometimes *that*) to refer to people; *which* and *that* to refer to things and animals; *where* to refer to places and *when* to times. *Whose* is the possessive form of *who*.
  He's the man whose daughter I met in Jordan.
- In some defining relative clauses, the relative pronoun can be omitted.
  *The person (**who** is) known as the founder of chemistry is probably Jabir ibn Hayyan.*

Non-defining relative clauses

- Non-defining relative clauses are used to give more detail about a particular person, place or thing that is being talked about. The non-defining relative clause (underlined in the examples below) is usually connected to the main clause by a relative pronoun such as *who*, *which*, *where* or *when*.
  The Sahara desert, which is in Africa, is very hot.
- A non-defining relative clause differs from a defining relative clause in that it gives additional, rather than essential, information and, without it, the sentence would still convey meaning.
  The Sahara desert is very hot.
- Non-defining relative clauses follow a noun and are enclosed between two commas (or dashes or brackets), unless completing the sentence.
- In non-defining relative clauses, the relative pronoun is never omitted.
  *The architect of the tower was Ahmad Ben Baso, **who** began work in 1184 CE.*
  *(**NOT** ~~The architect of the tower was Ahmad Ben Baso, began work in 1184 CE.~~)*

UNIT 5

Articles

- We usually use ***a/an*** before countable nouns when we are mentioning them for the first time.
  *Hassan lives in **a** big house. There is **a** garden next to it with **an** apple tree.*
- However, if we are talking about something that the listener/reader knows about, we use ***the***.
  *Hassan lives in **the** big house near the library. **The** garden is beautiful.*
- We use ***the*** when we are talking about something that is unique.
  ***The Earth** goes round the Sun.*
  *She's **the only woman** to have won two Nobel Prizes.*
- We use ***the*** when we are talking about seas, oceans, rivers, groups of islands (but NOT individual islands) and countries that include ***the*** in their name.
  ***The Mediterranean Sea** separates Europe from Africa.*
  *Sri Lanka is in **the Indian Ocean**.*
  *They took a boat trip along **the river Nile**.*
  *In the summer, we are going to travel to **the Canary Islands** in Spain.*
  *I've never been to **the United States**.*
- We use the when we are talking about superlative adjectives.
  ***The longest** river in the USA is the Mississippi.*
- We use no article with uncountable and plural nouns, and for general statements.
  ***Chocolate** tastes good.*
  *That shop sells **sweets**.*
  ***Children** usually like sweets and chocolate.*
  ***Sheep** produce wool, and **hens** lay eggs.*
- We use no article before most countries, languages, continents, individual mountains, lakes, waterfalls, towns, streets, days, months and years.
  *The language spoken in **Jordan** is **Arabic**.*
  ***Libya** is in **Africa**.*
  *He was the first man to climb **Mount Everest**.*
  *They have a home near **Lake Geneva**.*
  ***Niagara Falls** separates Canada from the USA.*
  *They live in **Oxford Street** in **London**.*
  *She was born on **Monday**, 23 **April**.*
  *The university was opened in **2001 CE**.*

British English vs. American English

- American English (AE) rarely uses the Present Perfect, whereas British English (BE) does:
  (AE) *Did you see that film yet?*
  (BE) *Have you seen that film yet?*
- American English uses *gotten* as the past participle of *got*:
  (AE) *He had gotten us some ice cream.*
  (BE) *He had got us some ice cream.*
- American English uses have to show possession, whereas British English uses *have got*:
  (AE) *I have a sister. Do you have a brother?*
  (BE) *I've got a sister. Have you got a brother?*

Module 4

UNIT 6

Quantifiers to make comparisons

- We can use ***more/less … than***, ***as … as*** and ***the most/least*** to compare adjectives and adverbs.
  Which subjects are **the most** *popular, and which are* **the least** *popular?*
  Is Maths **as** *popular* **as** *Science?*
  Do you think Geography is **more** *interesting* **than** *History, or* **less** *interesting?*
- We can also use ***as … as*** to compare adverbs.
  Mahmoud works **as** *hard* **as** *his brother.*
  I can't run **as** *fast* **as** *you.*
- We use ***as much/as many*** to compare quantities and numbers.
  There are **not as many** *people in our class* **as** *in yours.*
  I don't eat **as much** *fast food* **as** *my brother.*
- We can also use ***as ... as*** adverbially.
  I don't like running **as much as** *I like swimming.*
  We practise our English **as often as** *possible.*

UNIT 7

Indirect questions

- We can use indirect questions to ask questions in a polite, formal way.
- We can begin impersonal questions with ***Could you tell me …***; ***Do you know …***; ***Do you mind telling me …***; ***Could you explain …***.
- The structure is then the same as in reported questions. Unlike reported questions, the sentence ends with a question mark.
- ***Yes/No*** questions are introduced with ***if*** or ***whether***.
  Do you know *if/whether there's a library near here, please?*
- Other questions are introduced with ***what***, ***who***, ***why***, ***when***, ***where***, ***how***, etc.
  Could you tell me *what the time is, please?*
  Do you know *who that man is?*
  Do you mind telling me *why the train is late?*
  Could you tell me *where the nearest bank is, please?*
  Could you explain *how you solved this puzzle?*

The impersonal passive

- The impersonal passive is a formal way of reporting thoughts, sayings, beliefs and opinions.
- We can use the impersonal passive with ***say***, ***think***, ***claim*** and ***believe***.
  It is said *that dolphins are highly intelligent.*
  It used to be thought *that the Earth was flat.*
  It is believed *that learners will absorb the grammar as they learn the vocabulary.*
- The impersonal passive can also be formed with the object + infinitive.
  The story is believed *to be true.*
  (They believe that the story is true.)
  So, *People know that he is talented* becomes *He is known to be talented*.

Module 5

UNIT 8

Phrasal verbs

- A phrasal verb is a verb that is followed by one or two particles that change its meaning.
  We're asking candidates to **carry out** *a short task.*
- Some phrasal verbs can have objects after them (they are called transitive verbs).
  They **came up with** *<u>a good idea</u>. We're* **looking into** *<u>the problem</u>.*
- Some phrasal verbs do not have objects (they are called intransitive verbs).
  Where did you **grow up***?*
  My sister and I **get on** *well.*
- Sometimes the object can go between the verb and the particle, so the verb and the particle are separated. With these verbs, object pronouns always go before the particle.
  Please **point** *<u>the problem</u>* **out**. **Point** *it* **out**.
  (NOT ~~*Point out it.*~~)

- Sometimes the verb and particle cannot be separated.
  They **came up with** *a good idea.*
  (NOT ~~They came a good idea up with.~~)

Question tags

- We use question tags to check or query information. We add a negative question tag to a positive statement, and a positive question tag to a negative statement.
  You've** read this book, **haven't you?
  You haven't** read this book, **have you?
  She does** speak English, **doesn't she?
  She doesn't** speak English, **does she?
  You're** tired, **aren't you?
  You're not** tired, **are you?
- With modal verbs, we use the same modal in the question tag.
  *They **should** help, **shouldn't** they?*
  *We **can't** walk away, **can** we?*
  *They **could** go, **couldn't** they?*
  *You **won't** forget, **will** you?*
  *He **might** play tomorrow, **mightn't** he?*
  *We **mustn't** be late, **must** we?*
- In the Present and Past Simple of *be*, we use ***is/isn't/are/aren't*** and ***was/wasn't/were/ weren't*** in the question tags.
  *The meeting **is** next Wednesday, **isn't** it? It **isn't** tomorrow, **is** it?*
  *They **are** coming, **aren't** they?*
  *It **wasn't** last Wednesday, **was** it?*
  *They **were** Algerian, **weren't** they?*
- In the Present and Past Simple of other verbs, we use ***do/don't***, ***does/doesn't*** and ***did/didn't*** in the question tags.
  *You **do** speak English, **don't** you?*
  *He lives in Wadi Musa, **doesn't** he?*
  *You **didn't** meet him, **did** you?*
- In other verb forms, we use the auxiliary verb in the question tag.
  *They**'ve** had their lunch, **haven't** they?*
- With ***Let's** …* we use ***shall we*** as the question tag.
  Let's** go home now, **shall we?
- We can rephrase questions starting *Shall I...?* to use a question tag. This makes it more emphatic.
  ***Shall I** help you with your homework?*
  *I'll help you with your homework, **shall I**?*
- The following table summarises how question tags are formed:

Main verb tense	Auxiliary for question tags
Present Simple *She doesn't eat any sweets,*	Present Simple form of *do* *does she?*
Present Continuous *You are reading a book,*	Present Simple form of *be* *aren't you?*
Past Simple *You studied hard for the test,*	Past Simple form of *do* *didn't you?*
Present Perfect *They haven't been to Germany,*	Present Simple form of *have* *have they?*
Past Perfect *He hadn't met him before,*	Past Simple form of *have* *had he?*
Modals	
Sentences with *Let's* *Let's go to the library,*	Question tag with *shall* *shall we?*
Sentences with modals *can/can't; will/won't; should/shouldn't; might/ mightn't; must/mustn't*	Question tag with the same modal verb

Revision of passive forms

- In passive sentences, the subject of the sentence has something done to it, or is affected by the action of the verb. The opposite is an active sentence, where the subject of the sentence performs the action. Passive sentences do not have to mention who or what is performing the action (the agent). If they do, the agent is introduced with *by*.

	Simple	Continuous	Perfect Simple
Present	*The competition **is held** every year.*	*The festival **is being planned** by the committee*	*The school **has been renovated** recently.*
Past	*Many important things **were invented** in the 20th century.*	*The students **were being tested** on their grammar.*	*When you finished your homework, the cake **had been eaten**.*
Future	*The project **will be completed** before the deadline.*	*I can't come tomorrow. I **will be being interviewed** for a job.*	*By 2025 CE, our public transport system **will have been changed**.*

- Simple passives are formed by *be* in the appropriate simple tense + the past participle of the verb.
- Continuous passives are formed by *be* in the appropriate continuous tense + the past participle of the verb.
- Perfect simple passives are formed by *be* in the appropriate perfect simple tense + the past participle of the verb.

UNIT 9

Unreal past forms for past regrets

- We use *wish* or *If only* + Past Perfect to express regrets about the past. We might use it to reflect on past actions if we are trying to improve our work or our behaviour.
- The tense of the verb after *wish* is more in the past than the action it is describing.
  I wish I ***had done*** *more work for my exam.*
  (I didn't do much work for my exam.)
  I ***wish I hadn't bought*** *these shoes. They hurt my feet.*
  We're late. ***If only we'd caught*** *the earlier bus.*

Unreal past forms for present wishes

- We use *wish* or *If only* + Past Simple to express wishes about the present that are impossible or unlikely to happen.
  I ***wish*** *I* ***knew*** *the answer.*
  I ***wish*** *we* ***lived*** *in a bigger flat.*
- With the verb *to be*, both *was* and *were* can be used with *I*, *he*, *she* and *it*.
  He ***wishes*** *he* ***was/were*** *taller.*
  If only *we* ***were*** *older.*

Module 6

UNIT 10

Zero and first conditionals with future time phrases

- We use the zero conditional (*if* + Present Simple/Present Simple) to describe something that always happens (the inevitable consequence) after a certain action or event.
  If *plants* ***don't get*** *enough sunlight, they* ***die****.*
  Water ***turns*** *to ice* ***if*** *the temperature* ***falls*** *below zero.*
- We use the first conditional (*if* + Present Simple/*will* + Present Simple) to describe a future outcome of a certain future action or event.
  If *you* ***get*** *an interview for a job in pharmaceuticals, you* ***will need*** *to show real enthusiasm for the industry.*
- We can use *provided that*, *as long as*, *unless*, *when* and *even if* in the same way as *if*, but they don't all mean the same thing.
  I'll buy the book ***if/provided that/as long as*** *it isn't too expensive.*
  (I won't buy it if it is too expensive)
  I'll buy it ***unless*** *it's expensive.*
  (I'll buy it if it isn't too expensive.)
  I'll buy it ***even if*** *it's expensive.*
  (I will buy it. The price isn't important.)

The third conditional

- We use the third conditional (*if* + Past Perfect/*would have* + past participle) to imagine past situations. These past situations are impossible, and did not happen.
- The *if*-clause states one event that did not happen.
  If I had stayed at home that day, *I would have missed the celebration.*
  (The person did not stay at home that day.)
- The main clause states the result, which also did not happen:
  If I had stayed at home that day, ***I would have missed the celebration****.*
  (The person attended the celebration.)
  I ***wouldn't have gone*** *to the library if my friend* ***hadn't invited*** *me.*
  (My friend invited me to the library, so I went.)
  *If I****'d studied*** *harder, I****'d have passed*** *the exam.*
  (I didn't study very hard, and I didn't pass.)

The third conditional with *could* and *might*

- When we are talking about the imaginary past, we can use *could have* or *might have* + past participle in place of *would have* + past participle.
- We use these past modals when we are less sure of the result of the impossible past situation.
  If I had prepared better for the competition, ***I might have won the first prize.***
  (The speaker is not sure that this would have been true.)
  If I had slept better the night before the exam, ***I could have concentrated better.***
  (It is possible that the speaker would have been able to concentrate.)
  If I'd gone to a different school, I ***might not have studied*** *French. I* ***could have taken*** *English.*
  Our team ***could have won*** *the match if they'd trained harder, and then they* ***might have been*** *champions now if they'd won.*

The second conditional (revision)

- We use the second conditional (*If* + Past Simple, *would/wouldn't* + infinitive) to talk about imaginary or unlikely events.
  If *we* ***were*** *in London today, we* ***would be able*** *to go to the British Museum.*

Appendix 1: British English vs. American English spelling and vocabulary

SPELLING

	American English	British English
Words ending *er/re*	cent**er** theat**er**	cent**re** theat**re**
Words ending *or/our*	fav**or**ite col**or**	fav**our**ite col**our**
Words ending *og/ogue*	dial**og** catal**og**	dialo**gue** catalo**gue**
Words ending *m/mme*	progra**m**	progra**mme***
Words ending *ize/ise*	author**ize**	author**ise**
Words ending *ice/ise*	pract**ice** (verb) pract**ice** (noun)	pract**ise** (verb) pract**ice** (noun)
Doubling of consonants	trave**l**ing	trave**ll**ing
Digraphs and graphemes	arch**e**ology hom**e**opathy	arch**ae**ology hom**oe**opathy

* In American English, always use 'program' in all the contexts.
In British English,

- use 'program' when it is a verb;
- use 'program' in the context of computers;
- use 'programme' to refer to a plan of action, a schedule, a TV or radio show or a collection of work projects.

VOCABULARY

There are numerous words which are different in American and British English. Here are a few.

American English	British English
apartment	flat
candy	sweets
conservatory	conservatoire
cookie	biscuit
drugstore	chemist's
elevator	lift
fall	autumn
gas	petrol
pants	trousers
school principal	head teacher / headteacher
trunk	boot (of a car)

Appendix 2: Pronunciation table

Consonants

Symbol	Key word
p	**p**en
b	**b**ack
t	**t**en
d	**d**ay
k	**k**ey
g	**g**et
f	**f**at
v	**v**iew
θ	**th**ing
ð	**th**en
s	**s**oon
z	**z**ero
ʃ	**sh**ip
ʒ	plea**s**ure
h	**h**ot
tʃ	**ch**eer
dʒ	**j**ump
m	su**m**
n	su**n**
ŋ	su**ng**
w	**w**et
l	**l**et
r	**r**ed
j	**y**et

Vowels

	Symbol	Key word
short	ɪ	b**i**t
	e	b**e**d
	æ	c**a**t
	ɒ	d**o**g (Br E)
	ʌ	c**u**t
	ʊ	p**u**t
	ə	**a**bout
	i	happ**y**
	u	act**u**ality
long	iː	sh**ee**p
	ɑː	f**a**ther
	ɔː	f**ou**r
	uː	b**oo**t
	ɜː	b**ir**d (Br E)
diphthongs	eɪ	m**a**ke
	aɪ	l**ie**
	ɔɪ	b**oy**
	əʊ	n**o**te (Br E)
	aʊ	n**ow**
	ɪə	r**ea**l
	eə	h**air** (Br E)
	ʊə	s**ure** (Br E)
	uə	act**ual**
	iə	pecul**iar** (Br E)

Special signs

/ˈ/	shows main stress
/ˌ/	shows secondary stress
/ʔ/	means that there is a brief pause in the word and no sound comes out until the next letter is pronounced
(Br E)	British English pronunciation

Appendix 3: Irregular verbs

Base Form	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let

Base Form	Past Simple	Past Participle
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
weave	wove/weaved	woven/weaved
win	won	won
write	wrote	written

Sample writing activities

Unit 1 Sample discursive essay

The advantages and disadvantages of online shopping

Introduction:
Introduce the situation in one or two sentences. Then write a thesis statement which outlines what you will write about.

Most people now use the Internet on computers, smartphones and tablets to do a variety of tasks. For many people, these tasks include online shopping. From shopping for groceries to all kinds of clothes shopping, consumers are finding this the easiest way to get what they need, literally at the touch of a button. However, there are numerous and important disadvantages to shopping in this way.

Body: Explain in detail both sides of the discussion.

Although using the Internet to shop is usually fairly easy, and there is often greater variety available, it is always a risk because you cannot try on or see in detail the item you wish to buy. In fact, the immediate 'convenience' of shopping in this way can end up being an inconvenience if the item is faulty or does not fit, or is just not what the customer wanted. It is true that the prices are better when you shop online, but, while it might be cheaper, there is a distinct disadvantage because you have to wait for the delivery of the purchases. Some people might prefer not to have any personal contact while shopping online, but it can save time in the end since there are always assistants to help with queries you might have during the transaction. In addition to this, there is the issue of Internet payment security; however, recently this has improved a lot.

Conclusion:
Summarise briefly all aspects of the discussion. State your opinion.

The Internet has indeed given us a wider choice as consumers, as well as made some aspects of shopping more pleasant and convenient. However, it is nearly impossible, in my opinion, to forget the disadvantages we experience from time to time, since these can and do influence the way in which we choose to shop.

Useful language:
However, there are many disadvantages...; It is true that...; but...; In addition to this,...; Moreover, the Internet has changed how we live so dramatically that...; In my opinion,...; There is a distinct/strong advantage/disadvantage...

Unit 2 Sample report 1

Title: Keep it concise and informative.

Introduction: Explain what information your report will include. Two or three sentences are enough.

Informative paragraphs: Use subheadings. Cite percentages and fractions according to research. Do not write your own opinions.

Recommendations/ Conclusions: Sum up your findings and suggest next steps. Use bullet points to illustrate separate points.

Participation in the arts in London, England

Introduction

The aim of this report is to provide information concerning participation in the arts in London, England. It will include factors which discourage people from taking part, and suggest ways to increase participation.

Current situation

I interviewed people between the ages of 15 and 50 who live in London. Just under half of the people who were interviewed said they took part in music, drama or art. The most popular activity was taking music lessons, followed by going to art galleries and concerts. Drama and dance classes were popular with people in their thirties, because classes are social occasions.

Factors preventing fuller participation

About 40 per cent of people asked said that they did not enjoy the arts, giving reasons such as boredom for this. The other 60 per cent said that most arts-related activities were too expensive, such as theatre visits or music lessons. Some people said that finding a good teacher was difficult.

Recommendations

It is important to focus on those who currently do not participate in the arts at all by

- arranging a subsidised program for those who want to study music or dance but do not have enough money
- publicising and presenting cheaper theatre performances
- further research into reasons why people do not enjoy the arts.

Unit 2 Sample report 2

A study was done to find out about the number of people who participate in the arts in London. We wanted to find out what kind of arts activities people preferred, whether they liked watching drama or dance, going to galleries, or participating actively in the arts scene. We also wanted to suggest how to improve participation in the arts.

About forty per cent of the people that we asked said that they took part in arts activities. This included music and dance lessons, as well as trips to art galleries and theatres. The remaining sixty per cent of people said that they could not afford to do these things, or that they did not find them interesting.

In conclusion, it might be a good idea to get funding to make some arts activities a lot cheaper to do. This would increase participation from those who already take part, as well as make the activities more attractive for the people who do not participate at the moment.

Unit 2 Sample plan of a report

Free-time activities available in [your town]

Introduction

This report examines the free-time activities that [your town] has to offer. [include details of the town such as population, size, geographical location; list main types of entertainment that can be found, such as sport, music and the arts, public services, shopping]

Subheading 1 [e.g. Sport]

[detail the sports facilities and available sports, and any terrain that might encourage e.g. cycling or running; describe how popular each sport is, and note the type of people who practise it]

Subheading 2 [e.g. Music and the arts]

[detail any theatres or concert halls, say what is currently showing what has shown in the past; include any youth orchestras and include the level of achievement; include cinemas and galleries if possible]

Subheading 3 [e.g. Public services]
[include any libraries, museums, parks or other public services]

Conclusion

[sum up the information; comment on whether there is much or little to do in [your town]; include a recommendation for what could be improved (and how) if applicable]

Useful language:
The aim of this report is to...; A study was done to find out...; Just under a quarter of those interviewed...; The majority of the respondants said.../85 per cent of respondants said...; Only a minority of those questioned said.../10 per cent of those questioned said...

Unit 3 Sample descriptive essay

Introduction: Make a general statement, then state your opinion.

Body: Describe some aspects of the essay topic, dividing the material between paragraphs, depending on your focus.

Conclusion: Summarise your descriptions and relate them back to the introduction.

Worldwide transport in the future

It is of course difficult to say exactly what transportation will look like in the future, because of the infrastructural changes that are happening constantly at the moment. To me, it seems that transport may well have changed a lot in one hundred years' time.

Perhaps there will be no more private transport by 2115 CE. It is possible that public transport will have improved so much that no one will need their own cars. We might all be zooming around in ecologically-sound electric buses and trams that will take us to our destinations smoothly!

onomatopoeia

personification

In order to get to other countries, we will be taking airships, which will be like aeroplanes but with more facilities available. It will be possible to travel to the other side of the world in much less time, because these airships will race around at a far greater velocity.

simile

Finally, modes of transport are always changing, depending on many different factors, but one thing is certain; we will still be travelling the whole world! Life is a journey, and the possibilities for travel keep growing. We might even be able to experience weightlessness by travelling to space!

metaphor

Descriptive essays include:

- introduction and personal viewpoint
- conclusion and personal viewpoint
- more detailed descriptions
- rhetorical devices
- language for prediction

Unit 4 Sample summary of an article

The Masdar City megaproject

The article discusses Masdar City, which is an example of a 'megaproject'. A megaproject is a large-scale investment project designed to stimulate the economy and benefit the population. The author states that this project is currently being undertaken in Abu Dhabi and has attracted a lot of both positive and negative attention.

The author goes on to say that, whilst it has been praised for its environmentally-friendly status, some people argue that we should prioritise sustainability in already existing cities, rather than creating new ones.

Whatever the opinion, it is clear that the project is a landmark of urban planning and a precursor of megaprojects to come.

Useful language:

The article discusses...; The author states that...; The author goes on to say that...; Some [people] argue that...; others insist that...; Whatever the opinion, it is clear that...; The author concludes that...

Unit 5 Sample skeleton of an argumentative essay

'Craftspeople are skilled workers and should be paid better salaries.'

It is universally understood that everyone deserves a salary in proportion with the difficulty, danger and ultimate importance of the work that they do. For this reason, it must be argued that craftspeople deserve larger salaries.

Body paragraph plan 1:

- Crafts are important to continue awareness of history and traditions (opposing view – is this really important any more?)
- Crafts are sold at vast expense; people who make these items should see most of the profits (opposing view – it is no different from any other trade; those who sell take the larger profit)

Body paragraph plan 2:

- Unskilled staff such as waiters are paid low wages because it is a job with a high staff turnover and little skill involved; craftspeople dedicate their lives to this craft and still receive little money for their work (opposing view – the world is changing; there is no place for craftspeople any more)
- The dangerous work that goes into craftsmanship should be well rewarded; it is not comparable to receiving the occasional burn as a waiter or waitress (opposing view – it would drive up the costs of the crafts further)

For the reasons stated above, it can be clearly seen that craftspeople are owed a livable salary that reflects the risk they put themselves in daily, as well as their contribution to keeping Jordanian traditions alive.

A good argumentative essay:
- presents relevant evidence
- puts forward a convincing argument
- does not ignore one side of the argument
- attempts to persuade the reader to agree

Introduction:
Start with a few facts on the subject. Follow with your thesis statement, which states what side of the argument you are on.

Body paragraph 1:
Write your argument, giving reasons. Add more details to your opinion in the thesis statement.

Body paragraph 2:
Write a sentence or two to acknowledge the opposing argument. You should then refute it.

Conclusion:
Rephrase your thesis statement and back it up with a fact or two that you have mentioned in your body paragraphs.

'Craftspeople are skilled workers and should be paid better salaries.'

The job done by craftspeople only helps the economy if the people who publicise and sell their work are successful. Traditional crafts are usually not well publicised and are sold in very small amounts. This means that it would be impossible to provide a full and regular salary to a craftsperson.

These days, it is common for people to choose mass-produced goods for the simple reason that they cost less and can be relied upon. What is more, it is evident that the world is changing, and that the place that craftspeople hold in society is becoming less affordable. For this reason they should not be paid an increased wage.

It could be argued that craftspeople endure difficult and tiring days and receive little money in recognition of this. However, they learn their trade as apprentices and do not have to suspend their income or pay a large amount of money for four years to get a university degree.

Thus it can be seen that craftspeople should not be paid increased salaries, because of the restructured economic system and the consequent shift in the importance of the crafts they produce.

Useful language:
It is understood that...; It is often suggested that...; Many people believe that...; It is evident that...; For this reason...; It could be argued that...; Thus it can be seen that...

Unit 6 Sample blog post

Title: Write a short, catchy title. Write who the post is by.

Introduction: Appeal to your readers. Ask a question, such as advice.

Body paragraphs: State your problem or blog post subject in more detail.

Conclusion: Restate your question or subject and ask readers to get involved.

Decisions, decisions

Posted by: Hiba ☺

Do you know what you're going to study at university? I've come up with some ideas but I really need your help! Do get in touch if you have any stories or advice that you think might help me to make this life-changing choice.

Firstly, I want to help people, but Science is not my strongest subject so I won't be able to do Medicine. I could study Psychology and follow a career path in that area, but I don't know much about it. If any of you are Psychology students, please do message me about your course. I'd love to hear about it – what you love, what you like, and of course what you don't like at all!

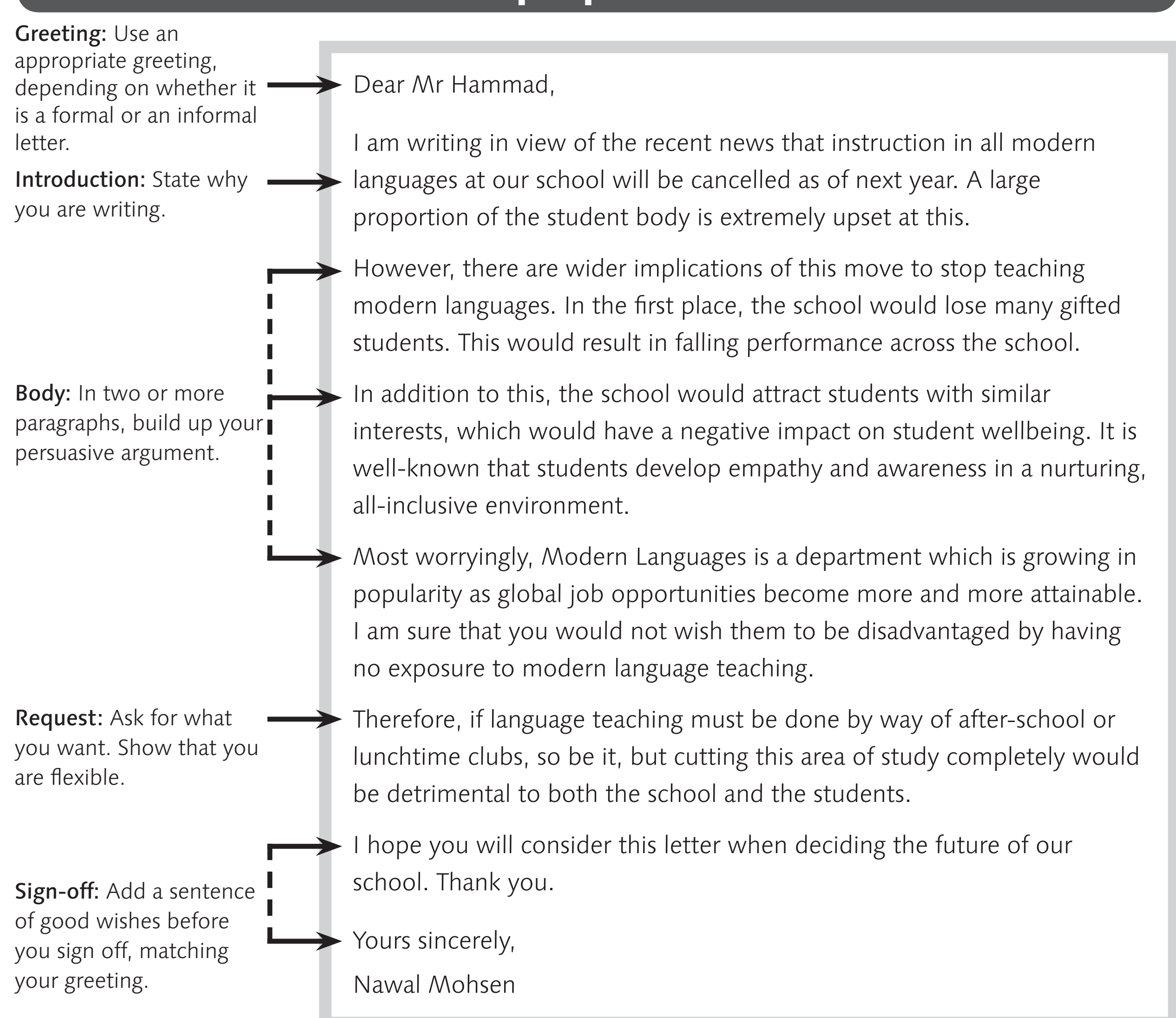
Secondly though, I'd really like to study something like Linguistics, because I've always been interested in language. I've done some research and found out that, while it doesn't lead directly to a career, it is interesting and academic, as well as a well-respected degree. Can you help me get a better picture of it?

So, can you help me with my decision? We could start up a useful conversation about choosing paths for ourselves at this next exciting stage!

Blog-writing tips:

- Address your reader personally (*you, your, etc.*)
- Remember you want their attention and involvement so give them reasons, using *because* or *so [that].*

Unit 7 Sample persuasive letter



Greeting: Use an appropriate greeting, depending on whether it is a formal or an informal letter.

Dear Mr Hammad,

Introduction: State why you are writing.

I am writing in view of the recent news that instruction in all modern languages at our school will be cancelled as of next year. A large proportion of the student body is extremely upset at this.

Body: In two or more paragraphs, build up your persuasive argument.

However, there are wider implications of this move to stop teaching modern languages. In the first place, the school would lose many gifted students. This would result in falling performance across the school.

In addition to this, the school would attract students with similar interests, which would have a negative impact on student wellbeing. It is well-known that students develop empathy and awareness in a nurturing, all-inclusive environment.

Most worryingly, Modern Languages is a department which is growing in popularity as global job opportunities become more and more attainable. I am sure that you would not wish them to be disadvantaged by having no exposure to modern language teaching.

Request: Ask for what you want. Show that you are flexible.

Therefore, if language teaching must be done by way of after-school or lunchtime clubs, so be it, but cutting this area of study completely would be detrimental to both the school and the students.

Sign-off: Add a sentence of good wishes before you sign off, matching your greeting.

I hope you will consider this letter when deciding the future of our school. Thank you.

Yours sincerely,

Nawal Mohsen

Persuasive letters include:

- a statement of the letter's purpose
- a brief and concise statement of the problem
- a detailed description of the problem
- a proposed solution
- a polite manner and formal language
- a restatement of the problem at the end
- a plea such as *I look forward to hearing from you regarding a solution to this issue.*
- a formal sign-off

Unit 8 Sample competition entry

(Continued from Student's Book page 61, exercise 11. Reorder the paragraphs and add your own ideas in the gaps.)

☐ **a** When it was time to go, I gave my parents a hug, saying 'Thank you so, so much! It was the best graduation present ever!' ______________________________. Full of happiness, I slept all the way back home.

☐ **b** The first sign that something was different was the silence when I woke up. Normally, the house would be full of noise but there was no sound! ______________________________ ______________________________. I got dressed quickly and hurried downstairs, and as I got to the kitchen door my little brother jumped out and shouted 'SURPRISE!'. My dad then explained that we would be going to my favourite restaurant for a celebratory brunch. I ran upstairs to get changed, and we set off to the restaurant.

☐ **c** I should explain that I'm going to university to study Zoology (the study of living things) but I've never been to this particular reserve, and it is a passion of mine! ______________________________ ______________________________.

☐ **d** To cut a long story short, the reserve didn't disappoint me. We saw animals in their natural habitat, and watched craftspeople at work. The crafts they were making were so colourful and beautiful. ______________________________.

☐ **e** Suffice to say that the meal was delicious. ______________________________. When we had finished, my dad just drove on with a smile on his face… I finally realised we were heading towards the Dhana Nature Reserve!

Useful language:
- To move time on: *When it was time to go,…; To cut a long story short,…; Suffice to say… etc.*)
- To increase suspense: *The first sign that something had happened/was wrong/was different…*

Unit 9 Sample review [of a hotel]

Charles Hotel, Paris ★★★☆

Introduction: Give a general report. →
I recently stayed at this hotel for a few nights during a conference, and it did not entirely live up to expectations. On its website it is billed as 'stylish, state-of-the-art and chic', which was true, but the service was not quite as high a standard as it could have been.

Body: Cover both positive and negative aspects. →
Since I arrived fairly late in the evening my first night, there was nobody at Reception to check me into my room. However, someone came to help me immediately after I rang the bell on the desk. Throughout my stay, I experienced some negative aspects of service, such as a lack of towels and delayed room service, but I was met with excellent responses to requests made in the restaurant, as well as an atmosphere of general helpfulness and politeness. I was happy to deal with the few oversights as I know that hotel staff work hard for long hours.

Conclusion: Summarise and recommend. →
I would very much like to visit Paris again, and I enjoyed the view, architecture and atmosphere of the hotel very much. The service could be improved, but it didn't detract from a fairly pleasant stay. I recommend this hotel to anyone interested in Parisian architecture.

Reviews include:
1 introduction (say what you are reviewing/some background) **2** general overview
3 conclusion and recommendation (state your overall opinion)

Unit 10 Sample curriculum vitae

headings in bold →
space between sections →
include dates →
make any full sentences concise →
include a reference →

Name: [YOUR FULL NAME]
Address: [STREET NUMBER AND NAME], [CITY/TOWN NAME]

Education: Degree in English (2009 CE)
PEP (Practical Education Programme) Teaching qualification (2011 CE)

Work experience: Teacher of English, [SCHOOL NAME], [CITY/TOWN NAME]

Skills and achievements: Voluntary work for children's charities; excellent piano accompanist

Personal attributes: I am a dedicated, ambitious worker. I have high expectations of myself and the students I teach.

Reference: [FULL NAME], head teacher at [SCHOOL NAME], [CITY/TOWN NAME]

Unit 10 Sample covering letter

Formal greeting →

Introduction: Introduce yourself; give details of career so far. →

Body paragraph 1: Say why you are applying and how you are suited to the job. →

Body paragraph 2: Give further details and describe your ambitions. →

Closing paragraph: Mention your reference. Write about the next stage of the application process. →

Sign-off: Ensure that your formal sign-off matches your formal greeting. Write your name in full. →

Dear [TITLE (Mr, Mrs, Dr, etc.) + SURNAME],

I am writing to apply for the job of Head of the English Department at [SCHOOL NAME]. You will see from my curriculum vitae that I have a Bachelor's degree in English and a PEP teaching qualification, as well as substantial teaching experience at [SCHOOL NAME].

I am now looking for a new challenge as [POSITION], and I am interested in pursuing my goal at your school. My developing leadership skills show that I am ready to advance in my teaching career, and the advertised position at your school as [POSITION] is ideal.

While I am dedicated to teaching and know that my students are of the highest importance, I make time to have an active and varied social and family life. This helps to keep my approach to teaching and student welfare fresh.

Please contact me for a reference. I look forward to hearing from you regarding the next stage of my application.

Yours sincerely,

[YOUR FULL NAME]

Useful language:
I am writing to apply for ...; You will see from my curriculum vitae that ...; I am now looking for a new challenge as ...; My developing leadership skills show that ...; I am dedicated to ...; Please contact me for a reference; I look forward to hearing from you ...